

Overview

President's Message

2003-2005 Academic Calendar Ó

University Administration 19

Overview of Colleges 23

Academic Departments and Programs 43

Academic Affairs 429

Student Affairs 451

Academic Advisement 471

Admissions 477

Registration 495

Fees 498

Financial Aid 501

University Regulations 507

Graduate Regulations 523

Academic Programs 537

Degree Listing 538

General Education 543

Faculty 565

Index 624

Map 635

Imagine the possibilities. At Cal State Fullerton, you will quickly discover that this large, dynamic and diverse university—a microcosm of our international community—provides an exceptional learning environment on a very personal level. You can take advantage of close mentoring



relationships with outstanding professors who take pride in shaping a successful student experience, whether it's in the classroom, collaborating on a research project, or planning an internship. Our expanded facilities, upgraded classrooms and new technology provide access to a wealth of resources. You will also discover a wide network of support services that help ensure student success and offer a rich and rewarding college experience.

Strong partnerships with our surrounding communities, in both public and private sectors, provide real-life connections for our students to develop essential skills in teamwork, leadership and citizenship. In fact, the majority of our alumni live and work in Southern California. Many have become leaders in business, industry, government, politics, education and the arts. Their contributions to the communities they serve—internationally, as well as locally—are continuing testimony to our success.

Your future is full of infinite possibilities. I am proud to say that our entire university community is committed to providing the support, encouragement and challenging opportunities to make your dreams and goals a reality.

Milton A. Gordon

Learning is preeminent at California State University, Fullerton.

We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society. We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economical development of our region.

Contents

Presidents Message	alde II
Academic Calendars	6
The California State University	8
Academic Calendars The California State University. California State University, Fullerton University Advisory Board Mission and Goals Accreditations and Associations El Toro Campus	12
University Advisory Board	12
Mission and Goals	13
Accreditations and Associations	13
El Toro Campus	15
Students of the University	16
The Faculty	16
CSUF Foundation	17
Alumni Association	17
Community Support Groups	17
El Toro Campus Students of the University The Faculty CSUF Foundation Alumni Association Community Support Groups University Administration	19
COLLEGES	
College of the Arts	24
College of Business and Economics	
College of Communications	
College of Engineering and Computer Science	
College of Human Development and Community Service	36
College of Humanities and Social Sciences	38
College of Humanities and Social Sciences College of Natural Sciences and Mathematics	40
ACADEMIC DEPARTMENTS AND PROGRAMS	
Accounting	46
Afro-Ethnic Studies	
American Studies	
Anthropology	
Art	
Asian American Studies	
Asian Studies	82
Biological Science	84
Business Administration Degrees	
Chemistry and Biochemistry	100
Chicana and Chicano Studies	107
Child and Adolescent Studies	110
Communications	113
Comparative Religion	122
Computer Science	128
Counseling	
Criminal Justice	138
Economics	142
Educational Leadership	148
Elementary and Bilingual Education	151
Elementary and Bilingual Education	16
Engineering: Civil and Environmental	165
Engineering: Civil and Environmental Engineering: Electrical	172
Engineering: Mechanical	179
English and Comparative Literature	185
Environmental Studies	19

Finance	195
Geography	218
Geological Sciences	223
Gerontology	229
History.	233
Human Services	241
Information Systems and Decision Sciences	245
Instructional Design and Technology	245
International Business Program	253
Kinesiology and Health Promotion	256
Latin American Studies Program	268
Liberal Studies	271
Linguistics Program	274
Management	278
Marketing	282
Mathematics	285
Military Science Program	293
Modern Languages and Literatures	295
Music	
Natural Sciences	331
Nursing	311
Philosophy	317
Physics	
Political Science	
Psychology	334
Public Administration	
Radio-TV-Film	
Reading	347
Science Education Program	
Secondary Education	
Sociology	
Special Education	
Speech Communication	
Theatre and Dance	
Women's Studies	
ACADEMIC AFFAIRS	
Vice President for Academic Affairs	430
Academic Advisement Center	431
Academic Programs	431
Academic Senate	
Admissions and Records	431
Center for Community Service-Learning	
Classroom Technology and Support Center	432
Distance Education	
Faculty Affairs and Records	
Faculty Development Center	432
Graduate Studies	433
Grants and Contracts	
Information Technology	433

Institutional Research and Analytical Studies	433	South Central Coastal Information Center	449
International Programs		Sport and Movement Institute	
Library		Tucker Wildlife Sanctuary	
University Extended Education		Twin Studies Center	
University Outreach			
		STUDENT AFFAIRS	
Freshman Programs	125	Vice President for Student Affairs	
Fullerton First Year Community		Academic Appeals	
COMPASS Community		Assistant Deans for Student Affairs	
Live 'n' Learn Community		Career Planning and Placement Center	
TREK		Counseling and Psychological Services	
Freshman Success		Disabled Student Services	
Freshman Programs Student Association		Education Enhancement Programs	454
Freshman Programs Advisory Board	436	Financial Aid	454
Honors Programs		Guardian Scholars Program	454
Admission and Eligibility	437	Honors and Scholars Support Services	455
Curriculum	438	Housing and Residence Life	455
Honors Courses	438	International Education and Exchange	455
Honors and Recognition		Student Academic Services	456
Admission with Distinction		Educational Opportunity Program	456
President's Scholars		Intensive Learning Experience	
Dean's Honors List		MESA Engineering Program (MEP)	
Departmental Honors Program		Student Diversity Program	
Honors at Graduation		Student Retention Services	
Honors Societies		Student Support Services	
		Summer Bridge	
Research Centers	a secondal	Testing Services	
California Desert Studies Center		Student Affairs Research Center	
Center for Business Studies		Student Health and Counseling Center	
Center for California Public Archaeology		University Learning Center	
Center for Children Who Stutter		Women's Center/Adult Reentry	Marie 10 945
Center for Community Collaboration			amuld lo sauli
Center for Demographic Research	444	Student Life Dean of Students Office	The same
Center for Economic Education	444	Dean of Students Office	458
Center for Entertainment and Tourism	445	Judicial Affairs	
Center for Entrepreneurship	445	Leadership and Multicultural Development	
Center for Ethnographic Cultural Analysis	445	Student Information and Referral Center	
Center for Excellence in Science and		New Student Orientation	
Mathematics Education	445	Titan Week of Welcome	
Center for Governmental Studies	445	New Student Information Center	
Center for Insurance Studies	445	Campus Tours	459
Center for International Business	446	America Reads and Counts	459
Center for Molecular Structure		Student Organization Research Center	459
Center for Public Policy	446	Volunteer and Service Center	460
Center for Economics of Aging	446	Associated Students, CSUF Inc.	
Center for the Study of Emerging Markets		Associated Students Government	460
Center for the Study of Religion in American Life		Associated Students, Inc. Productions	
Center for Successful Aging		Association for Intercultural Awareness	
Centers for Lifespan Development		Camp Titan	
Cognitive Development Laboratory		Interclub Council	
Developmental Research Center		Children's Center	
Decision Research Center		Legal Information and Referral	
Family Business Council		Titan Student Union	
Gianneschi Center for Nonprofit Research		Rec Sports	
Institute for Economic and Environmental Studies			Lag stance
		Intercollegiate Athletics	
Institute for Molecular Biology and Nutrition		Coaches	
Institute of Gerontology		Conference Memberships	
Ocean Studies Institute/Southern California Marine Ins		Men's Intercollegiate Athletics	
Real Estate and Land Use Institute		Women's Intercollegiate Athletics	
Small Business Institute		Athletic Academic Services	46
Social Science Research Center	448		

Resources		REGISTRATION		
Anthropology Museum	466	Registration Information	496	
Art Gallery	466	Fee Information	498	
Center for Internships and Cooperative Education	466	Financial Aid	501	
Center for Oral and Public History		LINIVEDCITY DECLII ATIONS		
Chicano Resource Center	467	UNIVERSITY REGULATIONS Enrollment Regulations	500	
Daily Titan	467			
Dining and Vending Services		Class Attendance		
Foreign Language Laboratory		Grading System		
Fullerton Arboretum		Administrative Grading Symbols		
Grand Central Art Center		Student Records		
Herbarium		Challenge Exams		
Mathematics Tutoring Center	468	Repetition of Courses		
Opportunity Center for Science and Mathematics Students		Grade Changes		
Reading Clinic		Academic Dishonesty	514	
Speech, Language and Hearing Clinic		Independence Day — Campib closed. atqirsanaT		
Theatre and Dance Department Productions		Stop-Out Policy		
Titan Communications		Leave of Absence		
Titan Shops		Withdrawal from the University		
Undergraduate Reading Lab arrand novement	470	Retention, Probation and Disqualification		
Writing Center	470	Student Conduct		
		Parking.		3100.4
ACADEMIC ADVISEMENT AND TENTRAL MITTER		University Police	519	
Academic Advisement Policy	472	Nondiscrimination Policy		
General Education Courses and Electives	472	Sexual Harassment	521	
Advisement in the Major	472	Privacy Rights	521	
College Advisement Offices	472	Use of Social Security Number		
Academic Advisement Center	473	GRADUATE REGULATIONS		
Undeclared Majors	473	Application Procedures	524	
Planing a Major Program	473	All-University Master's Degree Requirements		Scottemb
Departmental Academic Advisement		Writing Requirement		
Preprofessional Programs	473	Graduate Academic Standards	520	
Health Professions	474	Graduate Enrollment Policies		
Teaching Careers	474	Leave of Absence		
Immigration Requirements for Licensure	474	Transfer Credit		
Answers to Your Questions		Theses and Projects		
ADMISSIONS		Graduate Student Checklist		
ADMISSIONS Undergraduate Students				
Freshmen Requirements	170 700	ACADEMIC PROGRAMS		
Eligibility Index 1390 augrass — 22000 arrigs — vabre		Degree Listing	538	
		Graduation Requirements for the Bachelor's Degree	539	
High School Honors Courses		General Education Requirements	543	
Transfer Requirements		General Education Certification Policy	544	
Health Screening		California Articulation Number (CAN)	544	
Test Scores		General Education Goals	545	
TOEFL Requirement		Teaching Credential Programs	549	
Computer Competency		University Extended Education	553	
Placement Test Requirements		International Education	555	
Residency Determination		International Programs	558	
Application Procedures		Course Numbering Code	560	
How to Apply for Admission		B.A. Special Major Program	562	
Impacted Programs	485	Library Course		
Application Filing Periods		University Studies Courses		
Hardship Petitions	486	EMERITI		
Admission Requirements				
First-Time Freshmen	487	FACULTY AND ADMINISTRATION		
Undergraduate Transfer Students	488	INDEX RESIDENTIAL WARRENCE TO THE PROPERTY OF	624	
International Students	488	CREDITS	634	
American Language Program	489	MAP beek more? - steed which to ad		
Readmission	490	MAP	635	
Transfer Credits	491			

DECISTRATION

Academic Calendar

Please note: This calendar is not intended to be construed as an employee work calendar.

SUMMER SESSION 2003	nerio systemanificidale.	2004	
June 2	emizil servilli.	anuary 1-2	
MondayInstruction begins.	men i la dunHalbil		New Year's break – Campus closed.
July 4	J:	anuary 5	
FridayIndependence Day – Campus	closed.	Monday	Winter recess ends. Semester ends; grade reports due
August 1			
FridayInitial period for filing applicati	ons for admission	NTERSESSION	
to the following spring semes	ter begins.	anuary 5	
August 22			Intersession begins.
FridayInstruction ends.	Tabbao Francis		
	gorgani Ji		Martin Luther King, Jr. Day – Campus closed.
FALL SEMESTER 2003		Worlday	Wartin Luttler King, Jr. Day – Campus Closed.
Account 21/68	J:	anuary 30	
August 21		Friday	Intersession ends.
ThursdayAcademic year begins.	muster family to the later		A COMPANIA TO THE SECOND SECON
August 25	S	SPRING SEMESTER	2004
MondayInstruction begins.	J.	anuary 28	
September 1		Wednesday	Semester begins.
MondayLabor Day – Campus closed.		February 2	
Santanian O	arrabast saeutuus		Instruction begins.
September 9	cardio nel suadrato	THE STATE OF STREET	
TuesdayAdmission Day – Campus op	en.	February 12	Telleting Carons
October 1		Thursday	Lincoln's Birthday – Campus open.
WednesdayInitial period for filing applicati		February 16	
to the following fall semester	begins.	Monday	Washington's Birthday observed – Campus closed
October 13	ACABIETHO PROF	March 29-April 2	Uidérgraduate Students
MondayColumbus Day – Campus ope	en. gmailmargatt	The second secon	Spring recess – Campus open but no classes.
November 11			High School Honors Courses
TuesdayVeterans Day – Campus Oper	A A	April 1	
November 24-28		Thursday	Cesar Chavez Day – Campus closed.
Monday-FridayFall recess – no classes.	A	April 5	
Campus open 11/24-26.		Monday	Instruction resumes.
Campus closed 11/27-28.		May 21	
December 12	naging anciential d	The state of the s	Last day of classes.
FridayLast day of classes.			Residency Determination
December 15	periodinuk semo.) N	May 24-29	Application Procedures
MondayExamination preparation day.		Monday-Saturday	Semester examinations
Add and a second a		May 28-29 29-30	
December 15-20		Friday Saturday	Commencement exercises.
Monday-SaturdaySemester examinations.	THE SAME	May 31	
December 22	DA CDIA YELGONI	,	Memorial Day – Campus closed: 1973 2011 15/2011
MondayWinter recess begins.	2500		Undergraduate Transfer Sundens
December 25-31		une 4	
Thursday-WednesdayHoliday break – Campus clos	ed	Friday	Semester ends; grade reports due.
Campus Clos	ed.		

California

SUMMER SESSION 2004

1

TuesdayInstruction begins.

July 5

MondayIndependence Day observed – Campus closed.

the following spring semester begins.

August 20

FridayInstruction ends

FALL SEMESTER 2004

August 19

......Academic year begins.

August 23

......Instruction begins. Monday

September 6

.....Labor Day - Campus closed Monday

September 9

ThursdayAdmission Day - Campus open.

October 1

Friday ..Initial period for filing applications for admission to

the following fall semester begins.

October 12

...Columbus Day - Campus open. Tuesday

November 11

ThursdayVeterans Day - Campus open.

November 22-26

Monday-FridayFall recess - no classes.

Campus open 11/22-24;

Campus closed 11/25-26

December 10

FridayLast day of classes.

December 13

Monday Examination preparation (a.m.)

December 13-18

Monday-Saturday.....Semester examinations.

December 20

MondayWinter recess begins.

December 24-31

Friday-FridayHoliday break - Campus closed.

January 3

Monday

INTERSESSION 2005

January 3

MondayIntersession begins.

January 17

MondayMartin Luther King, Jr. Day - Campus closed.

January 28

FridayIntersession ends.

SPRING SEMESTER 2005

January 26

WednesdaySemester begins.

January 31

MondayInstruction begins.

February 12

Saturday.....Lincoln's Birthday - Campus open.

February 21

MondayWashington's Birthday observed - Campus closed

March 28-April 1

Monday-FridaySpring recess - Campus open but no classes.

April 1

FridayCesar Chavez Day – Campus closed.

April 4

MondayInstruction resumes.

May 20

FridayLast day of classes.

May 23-28

Monday-SaturdaySemester examinations.

May 27-28

Friday-SaturdayCommencement exercises and evaluation days.

MondayMemorial Day - Campus closed.

June 3

FridaySemester ends; grade reports due.

The California State University

California State University, Bakersfield California State University, Channel Islands California State University, Chico 015 022 California State University, Dominguez Hills 011 California State University, Fresno California State University, Fullerton 018 23 California State University, Hayward Humboldt State University California State University, Long Beach 05 012 10 California State University, Los Angeles 11 California Maritime Academy 12 California State University, Monterey Bay 13 California State University, Northridge 14 California State Polytechnic University, Pomona 15 California State University, Sacramento 16 California State University, San Bernardino 17 San Diego State University 18 San Francisco State University 19 San Jose State University 021 20 California Polytechnic State University, San Luis Obispo 017 21 California State University, San Marcos 22 Sonoma State University 23 California State University, Stanislaus

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus – San José State University – was founded in 1857 and became the first institution of public higher education in California. The newest CSU Channel Islands – opened in fall 2002, with freshmen arriving in fall 2003.

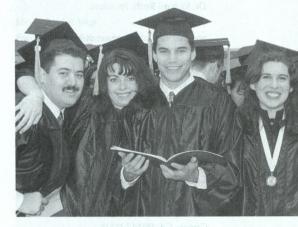
Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the governor. The trustees appoint the chancellor, who is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

The trustees, the chancellor, and the presidents develop systemwide policy, with implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals, as well as broad liberal education. All the campuses require for graduation a basic program of "General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,800 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2002 totaled 406,896 students, who were taught by more than 21,225 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Nearly 2 million persons have been graduated from CSU campuses since 1960.



THE CALIFORNIA STATE UNIVERSITY

Campuses of The California State University

Trustees and Officers of The California
State University (10.1 state algorithm)

Office of the Chancellor

CAMPUSES - THE CALIFORNIA STATE UNIVERSITY

California State University, Bakersfield 9001 Stockdale Highway Bakersfield, CA 93311-1099

Dr. Tomás A. Arciniega, President (661) 664-2011

www.csubak.edu • quarter system

California State University, Channel Islands

One University Drive
Camarillo, CA 93012
Dr. Richard Rush, President
(805) 437-8400
www.csuci.edu • semester system

California State University, Chico

400 West First Street
Chico, CA 95929-0150
Dr. Manuel A. Esteban, President
(530) 898-4636
www.csuchico.edu • semester system

California State University, Dominguez Hills

1000 East Victoria Street
Carson, CA 90747-0005
Dr. James E. Lyons, Sr., President
(310) 243-3300
www.csudh.edu • semester system

California State University, Fresno

5241 North Maple Avenue Fresno, CA 93740 Dr. John D. Welty, President (559) 278-4240 www.csufresno.edu • semester system

California State University, Fullerton

800 N. State College Boulevard
Fullerton, CA 92831-3599
Dr. Milton A. Gordon, President
(714) 278-2011
www.csufullerton.edu • semester system

California State University, Hayward

25800 Carlos Bee Boulevard Hayward, CA 94542 Dr. Norma Rees, President (510) 885-3000 www.csuhayward.edu • quarter system

Humboldt State University

Arcata, CA 95521-8299
Dr. Rollin C. Richmond, President (707) 826-3011
www.humboldt.edu • semester system

California State University, Long Beach

1250 Bellflower Boulevard Long Beach, CA 90840-0115 Dr. Robert C. Maxson, President (562) 985-4111 www.csulb.edu • semester system

California State University, Los Angeles

5151 State University Drive
Los Angeles, CA 90032
Dr. James M. Rosser, President
(323) 343-3000
www.calstatela.edu • quarter system

California Maritime Academy

200 Maritime Academy Drive
Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000
www.csum.edu • semester system

California State University, Monterey Bay

100 Campus Center
Seaside, CA 93955-8001 and advantage
Dr. Peter P. Smith, President de la more
(831) 582-3330 avenue en la factoria sus
www.monterey.edu • semester system

California State University, Northridge

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California State Polytechnic University, Pomona

3801 W. Temple Avenue
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www.csupomona.edu • quarter system

California State University, Sacramento

6000 J Street
Sacramento, CA 95819
Dr. Donald R. Gerth, President*
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www.csus.edu • semester system

California State University, San Bernardino

5500 University Parkway San Bernardino, CA 92407-2397 Dr. Albert K. Karnig, President (909) 880-5000 www.csusb.edu • quarter system

San Diego State University

5500 Campanile Drive
San Diego, CA 92182
Dr. Stephen L. Weber, President
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www.sdsu.edu • semester system

San Francisco State University

1600 Holloway Avenue San Francisco, CA 94132 Dr. Robert A. Corrigan, President (415) 338-1111 www.sfsu.edu • semester system

San José State University

One Washington Square
San Jose, CA 95192-0001
Dr. Robert L. Caret, President
(408) 924-1000
www.sjsu.edu • semester system

California Polytechnic State University, San Luis Obispo

One Grand Avenue
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111
www.calpoly.edu • quarter system

California State University, San Marcos

333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr Alexander Gonzalez, President
(760) 750-4000
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Sonoma State University

Rohnert Park; CA 94928-3609
Dr. Ruben Arminana, President
(707) 664-2880
www.sonoma.edu • semester system

California State University, Stanislaus

801 West Monte Vista Avenue
Turlock, CA 95382-0299
Dr. Marvalene Hughes, President
(209) 667-3122
www.csustan.edu • 4-1-4system

* Effective July 2003, Dr. Michael Ortiz will become president at Cal Poly Pomona; effective July 2003, Dr. Alexander Gonzales will become president at CSU Sacramento.

TRUSTEES AND OFFICERS OF THE CALIFORNIA STATE UNIVERSITY

Ex Officio Trustees

The Honorable Gray Davis Governor of California State Capitol, Sacramento CA 95814

The Honorable Cruz Bustamante Lieutenant Governor of California State Capitol, Sacramento CA 95814

The Honorable Herb Wesson

Speaker of the Assembly

State Capitol, Sacramento CA 95814

The Honorable Jack O'Connell
State Superintendent of Public Instruction
721 Capitol Mall, Sacramento CA 95814

Dr. Charles B. Reed
Chancellor of the California State University
401 Golden Shore Table Transport Control of the California State University
Long Beach 90802-4210

Officers of the Trustees

The Honorable Gray Davis President

Debra S. Farar Chair

Richard P. West Treasurer

Murray Galinson Vice Chair

Richard P. West Treasurer

Christine Helwick Secretary

Appointed Trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed in order of appointment to the Board. Roberta Achtenberg (2007) William Campbell (2003) Debra S. Farar (2006) Robert Foster (2006) Murray L. Galinson (2007) Harold Goldwhite (2003) William Hauck (2009) Ricardo F. Icaza (2008) M. Alexander Lopez (2004) Shailesh J. Mehta (2005) Dee Dee Myers (2004) Ralph R. Pesquiera (2004) Frederick W. Pierce IV (2004) Erene S. Thomas (2003) Kyriakos Tsakopoulos (2009) Anthony M. Vitti (2005) Martha C. Walda (2003)

Correspondence with Trustees should be sent:

c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210

OFFICE OF THE CHANCELLOR

The California State University 401 Golden Shore Long Beach, California 90802-4210 (562) 951-4000

Dr. Charles B. Reed
Chancellor - CSU System

Dr. David S. Spence Executive Vice Chancellor and Chief Academic Officer

Mr. Richard P. West Executive Vice Chancellor and Chief Financial Officer

Mr. Louis Caldera Vice Chancellor, University Advancement

Ms. Christine Helwick General Counsel

Dr. Gary Hammerstrom
Associate Vice Chancellor, Academic Affairs

California State University, Fullerton



CALIFORNIA STATE UNIVERSITY, FULLERTON

Governance

University Advisory Board

Mission and Goals

Accreditations and Associations

Academic Freedom and Responsibility

History of the University

Environment of the University

The Campus and Its Buildings

CSUF El Toro Campus

Students of the University

The Faculty

Outstanding Professor Award

CSU Wang Family Excellence Award

California State University, Fullerton

Alumni Association of Cal State Fullerton

Community Support Groups

GOVERNANCE

Governance on the campus at California State University, Fullerton is the responsibility of the president and his administrative staff. Working closely with the president are a number of faculty and student groups that initiate, review, and/or recommend for approval, various university programs, policies and procedures. Although the president is vested with the final authority for all university activities, maximum faculty and staff participation in campus decision-making and governance has become traditional. Students also are actively involved, with student representatives included on almost all university, college and departmental committees and policymaking bodies.

UNIVERSITY ADVISORY BOARD

The California State University, Fullerton University Advisory Board consists of community leaders interested in the development and welfare of the university. The board advises the president on a number of matters, particularly those affecting university and community relations. Members are appointed by the president for terms of four years.

Rudy Hanley (Chair)

President & CEO

OCTFCU

Peggy Hammer

Victor K. Hausmaninger, C.P.A

Managing Partner
Hausmaninger Benoe Lang & Alford
Certified Public Accountants, Inc.

Jack B. Lindquist

Chairman (retired)
The Lindquist Group, Inc.

Frederick T. Mason

William J. McGarvey, Jr.

Director of Community Relations Anderson, Lynn & Cottrel, CPA's, Inc.

Dr. Arnold Miller

President

Technology Strategy Group

Loren C. Pannier

Frank Ouevedo

Vice President

Equal Opportunity

Southern California Edison Company

John M. Rau

President

David Industries

Ruth Schermitzler

Santa Ana

Placenti

Irvine

Villa Park

Fullerton

1000

Fullerton

Fullerton

Do Marvai

Newport Beach

Rosemead

Orange

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Brea

MISSION AND GOALS

Mission Statement

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge.

Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

Goals:

- To ensure the preeminence of learning.
- To provide high-quality programs that meet the evolving needs of our students, community and region.
- To enhance scholarly and creative activity.
- To make collaboration integral to our activities.
- To create an environment where all students have the opportunity to succeed.
- To increase external support for university programs and priorities.
- To expand connections and partnerships with our region.
- To strengthen institutional effectiveness, collegial governance and our sense of community.

ACCREDITATIONS AND ASSOCIATIONS

California State University, Fullerton, is accredited by the Western Association of Schools and Colleges.

Questions about accreditation may be addressed to:

Western Association of Schools and Colleges 985 Atlantic Avenue, Suite 100 Alameda, CA 94501

Phone: (510) 748-9001

E-mail: WASCSR@WASCSENIOR.ORG
Internet: www.wascweb.org

Other accreditation and association recognition includes:

Accreditation Board for Engineering and Technology

Accrediting Council on Education in Journalism and Mass Communications

AACSB International - The Association to

Advance Collegiate Schools of Business Accounting Program

AACSB - The Association to Advance Collegiate Schools of Business - Business Programs

American Association of State Colleges and Universities

American Chemical Society

American Council on Education

Council on Academic Accreditation of the American Speech-Language-Hearing Association

California Commission on Teacher
Credentialing

Certified in Education for Public Relations

Commission on Accreditation of Allied Health Education Programs

Commission on Collegiate Nursing Education

Council for Advancement and Support of Education

Council of Graduate Schools

Hispanic Association of Colleges and Universities

National Association of Schools of Art and Design

National Association of Schools of Dance

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

National Association of Schools of Theatre

National Association of State Universities and Land-Grant Colleges

National Council for Accreditation of Teacher
Education

National League for Nursing Accrediting

Commission

National Organization for Human Services Education

Orange County Business Council

Southern California Consortium on International Studies

Western Association of Graduate Schools

ACADEMIC FREEDOM AND RESPONSIBILITY

The Academic Senate of California State University, Fullerton endorses the 1990 Statement of Professional Ethics (University Policy Statement 230.000).

HISTORY OF THE UNIVERSITY

In 1957, Cal State Fullerton became the 12th State College in California to be authorized by the Legislature. The following year a site was designated in northeast Fullerton. It was purchased in 1959, when Dr. William B. Langsdorf was appointed as founding president, the first staff was selected and plans for opening the new college were made. Orange County State College started classes for 452 full- and/or part-time students in September, 1959, using leased quarters for its administrative offices on the Fullerton Union High School campus and for its classrooms at Fullerton's Sunny Hills High School. In the fall of 1960, the college opened classes on its own campus, where it occupied 12 temporary buildings. The name changed to Orange State College in July 1962, to California State College at Fullerton in July 1964, to California State College, Fullerton in July 1968 and to California State University, Fullerton in June 1972. The first permanent building, the sixstory Letters and Science Building (now known as McCarthy Hall), was occupied in 1963.

Today, there is much dramatic evidence of additional, rapid growth. Several new buildings have been completed, and enrollment has climbed to more than 31,540. Since 1963 the curriculum has expanded to include lower-division work and many graduate programs, as well as numerous credential and certificate programs.

The Donahoe Higher Education Act of 1960 established the California State Colleges as a system under an independent Board of Trustees, redefined the functions of the State Colleges, and related them to both the community colleges and the University of California system.

In May 1971, Dr. L. Donald Shields, who had served as acting president for seven months, was appointed the second president of Cal State Fullerton. Dr. Miles D. McCarthy became acting president in January 1981; Dr. Jewel Plummer Cobb took office as the third president in October 1981; and Dr. Milton A. Gordon was appointed the fourth president in August 1990.

ENVIRONMENT OF THE UNIVERSITY

Fullerton, a city of more than 129,300 inhabitants, is located in north Orange County, about 30 miles southeast of central Los Angeles. It is part of the Southern California population center and within easy freeway access of all the diverse natural and cultural attractions of this region.

Orange County, with an area of 798.2 square miles, is the 47th in size of California's 58 counties, but it is the second largest county in population (2.9 million). Orange County has experienced during the last four decades almost unprecedented growth as communities continue to occupy the diminishing expanses of open land.

Today, there co-exists an interesting mixture of the old and new economic and life styles in Orange County. Underneath the soil, archeologist and bulldozers uncover traces of the hunting and gathering Indian bands who flourished at least as early as 4,000 years ago in what was a benign and bountiful region. More visible traces remain of the Spanish and Mexican periods and cultures: Mission San Juan Capistrano, which began the agricultural tradition in Orange County, and subsequent adobes from the great land grants and ranches that followed. Additionally, both customs and many names persist from this period, and so does some ranching. The architectural and other evidences of the subsequent pioneer period are still quite visible: farmsteads, old buildings from the new towns that were established in the late 1800s, mining operations, and traces of early resort and other types of promotional activities. For about 100 years, farming was the main economic activity with products such as grapes, walnuts,

vegetables and oranges replacing the older wheat and cattle ranches. Today, agriculture still is very important. Orange County ranks high among California's counties in mineral production with its oil, natural gas, sand and gravel, and clay mining and processing activities.

The extensive development of the 42 miles of beaches in Orange County and the development of such attractions as the Disneyland Resort, Knott's Berry Farm, the Laguna Festival of Arts and Pageant of the Masters, the Arrowhead Pond of Anaheim, Edison International Field, the Anaheim Convention Center and the Orange County Performing Arts Center continue to make tourism an increasingly important activity.

So does the Mediterranean-type climate, with rainfall averaging 14 inches per year, and generally mild days (either freezing or 100-degree temperatures are uncommon) with frequent morning fog during the summer. Both downtown Los Angeles and the Pacific Ocean can be reached by car in half an hour, and mountain and desert recreation areas are as close as an hour's drive from the campus.

THE CAMPUS AND ITS BUILDINGS

Once part of a vast orange grove, Cal State Fullerton's attractively landscaped main campus now consists of 228 acres bounded on the south by Nutwood Avenue, on the west by State College Boulevard, on the north by Yorba Linda Boulevard and on the east by the Orange Freeway (57).

The portion of Orange County immediately surrounding the campus is predominantly suburban; it includes housing tracts, apartment complexes, shopping centers and industrial parks.

Other educational institutions also are part of the immediate environment. The Southern California College of Optometry opened in the spring of 1973. It is just north of Cal State Fullerton. To Cal State's immediate south is Hope International University, a liberal arts school with a Bible emphasis, where students started classes in the fall of 1973. Western State University College of Law occupied its new campus to the immediate west of Cal State in January 1975.

The Cal State Fullerton campus itself has an efficient urban layout of facilities developed to serve a predominantly commuting public. The university's modern buildings were planned so that no student needs more than 10 minutes to go from one class to

another. The campus is surrounded with landscaped parking areas.

The first permanent building, the Letters and Science Building, was occupied in 1963. This imposing structure, master planned to serve ultimately as a facility for undergraduate and graduate science instruction and research, has been used to house other programs until they could warrant new facilities of their own. This building is now called Miles D. McCarthy Hall.

Since 1963, growth has been rapid. The Performing Arts Center was completed in 1964, the Physical Education Building in 1965, the Library Building in 1966, the Commons in 1967, the Humanities-Social Sciences Building and Visual Arts Center in 1969, William B. Langsdorf Hall (Administration-Business Administration) and the Engineering Building in 1971, the Student Health Center in 1974, the Education-Classroom Building and University Center in 1976, an addition to the Visual Arts Center in 1979, the Jewel Plummer Cobb Residence Halls and the Charles L. and Rachael E. Ruby Gerontology Center in 1988, and the Fullerton Marriott and the Computer Science Building in 1989. The Ruby Gerontology Center was the first building on campus financed solely by contributed funds; the Fullerton Marriott, a full-service hotel, resulted from a joint venture involving the Marriott Corp., the university and the city of Fullerton.

An expansion of the Titan Student Union (formerly known as the University Center) and the Titan Sports Complex, featuring the multipurpose 10,000-seat Titan Stadium, baseball pavilion, track and tennis courts, were completed in 1992. The Titan Student Union houses a 1,200-seat pavilion, small theater, food court, pub, bowling alley and conference rooms. The five-story University Hall, with classrooms, faculty offices, and student and academic support services, was occupied in 1993, followed by the two-story Science Laboratory Center in 1994. A fourstory addition to the University Library was completed in 1996, and the entire complex was dedicated as the Paulina June & George Pollak Library in 1998. The 10-story College Park building on Nutwood Avenue provides additional classrooms and office space for university staff and faculty members.

Cal State Fullerton's on-campus studentresident population more than doubled with the completion of a 440-bed student housing facility in August 2002. The new facility is adjacent to Cobb Residence Halls, an oncampus apartment complex for 396 students. A major addition to the Physical Education Building began construction in summer 2001. Construction begins in April 2003 for the new 102,000-square-foot Performing Arts Center. The new facility will feature venues that include a concert hall, studio and black box theaters, dance studios and rehearsal halls. The entire seating capacity of the new facility will be 1,200. Construction also begins in June 2003 on a multilevel, 2,500-space parking structure on the west side of campus.

In the northeast corner of the campus is the Fullerton Arboretum, which was dedicated in the fall of 1979 in a joint venture with the city of Fullerton. The 26-acre botanical garden is a living museum of rare plants from around the world. The ecologically arranged botanical collection depicts habitats from the desert to the tropics. With its ponds, streams and wildlife, it offers a tranquil retreat from our fast-growing urban life. The Fullerton Arboretum also is home to Heritage House, a restored 19th-century dwelling and serves as a cultural museum for North Orange County.

The ample freeway and surface street accommodations that approach the main entrance to the university's campus also provide comparatively easy access to the great and diverse learning resources available in Southern California: many other colleges and universities; museums, libraries and art galleries; zoos; and the wide variety of economic, governmental, social, and cultural activities and experiences that may be found in this dynamic and complex region of California and the United States.

Information concerning the instructional, laboratory and other physical facilities that relate to the academic program may be obtained from the Office of Facility Planning and Construction.

CAL STATE FULLERTON - EL TORO CAMPUS

El Toro Campus is a new branch campus of California State University, Fullerton.

Located on a portion of the former El Toro Marine Corps Air Station in Irvine, just 22 miles from Fullerton, the El Toro Campus serves as a regional center for meeting the higher education needs of central and south Orange County.

The El Toro Campus offers course work at the upper-division level (junior/senior), post-baccalaureate, and graduate levels. All lower division (freshman/sophomore) general education and major course work is taken either at the main campus at Fullerton, a community college, or a private higher education institution.

The El Toro Campus occupies a 48,000-square-foot two-story structure built around a central courtyard area. At present CSUF leases eleven acres that include the educational facility and about 500 parking spaces for faculty and students. It contains an administrative center, twenty classrooms, faculty offices, an electronic university library, computer classrooms, an open computer laboratory, a student affairs service center, an enrollment services center, an admissions, registration and cashiering center, a bookstore and a food service center.

Students who plan to attend the El Toro Campus must be admitted to California State University, Fullerton through the regular admissions process. Applications for admission to the university are available at the main campus, the El Toro Campus, and at all community colleges and high schools. Registration for El Toro Campus classes takes place through the regular university processes.

Student Affairs enhances and supports the academic mission of the university by implementing the concepts of student development and student services. As a resource for students, administration, faculty, staff and the broader community, Student Affairs provides a wide variety of university services such as advising, counseling, financial aid services and programs.

Advising provides students with the necessary information to make sound academic decisions and educational plans. Advisers assist students with information about graduation requirements and course selection. Prospective students who wish to transfer to the university also have the option of meeting with a transfer adviser to discuss university requirements for admission. In addition, personal counseling for students experiencing excessive stress and pressure in their lives is now available on campus by appointment.

Financial Aid at El Toro assists students in the process of applying for financial aid and finding ways to meet educational expenses. Financial aid is designed to assist students in paying basic educational costs for eligible certificate and degree programs. There are multiple resources students can access to pay for college. Financial Aid offers grants, loans and scholarships to eligible students. Students are encouraged to meet with the financial aid adviser.

Students at El Toro have many opportunities to get involved in activities and programs. Students are invited to participate in any number of social, educational, cultural, leadership, and recreational activities. Students are encouraged to get involved in campus organizations and events to build lasting friendships, develop skills, and participate in new experiences.

The University Library at El Toro provides information and access to high-quality resources to meet the instructional and research needs of El Toro students, faculty and staff. The physical library provides 24 computer workstations, two group study rooms, photocopier, and course reserves. Reference assistance is available in several formats: a reference librarian is available for consultation; the reference hotline provides easy access to the library staff at the main campus; through "Ask a Librarian," students may submit reference queries via e-mail; online chat reference allows students to interact virtually in real time with a librarian. Through the library website, students have access to the library's 100-plus databases (many full-text), NetLibrary (CSU collection of over 4,300 electronic books), disciplinespecific and special topics research guides, and of course the online library catalog. Document delivery is provided through two avenues - items owned at the main campus library can be paged for delivery at El Toro, and free interlibrary loan service is available through the online ILLiad system for items not owned by the library.

The campus has expanded its information technology facilities to include four multipurpose computer classrooms. The multipurpose computer classrooms incorporate some of the latest technology including video networking, which allows instructors to show the latest

films in a variety of languages. Instructors are available to broadcast their presentations to individual students, student groups, or to all students. Similarly, the instructor can see a student's screen in order to provide individual attention or to share it with the entire class. The El Toro Campus also has an open computer laboratory, video conferencing and interactive televised video instruction.

Overall, students at the El Toro Campus have full access to technology linked to the Internet and to connectivity with the main campus in Fullerton.

For information, contact the CSUF El Toro Campus, 7320 Trabuco Road, Irvine, California 92618 or telephone (949) 936-1600 or (714)/CSU-TORO. Office hours are 8:30 a.m. to 7 p.m. Monday through Thursday, and 9 a.m. to 1 p.m. on Friday.

STUDENTS OF THE UNIVERSITY

Much of the distinctive character and learning atmosphere of any campus comes from the nature and vitality of its students. Diversity, the synthesis of academic study with work and family interests, strong achievement records, and relative maturity are some of the predominant characteristics of the student body at Cal State Fullerton.

The university is primarily a communitybased institution, with two on-campus residence facilities. Nearly 74 percent undergraduate and 86 percent of graduate students are employed, and yet 62 percent of all students take 12 or more hours of course work each semester. The majority of students live in Orange County. Of the fall 2002 new undergraduate students, 43 percent came from California public high schools, 6 percent from California private high schools, 44 percent came from California community colleges, 2 percent from other Cal State campuses, 1 percent from other California colleges and universities, and 4 percent from other states or other countries. The fall 2002 new graduate students came from Cal State University campuses (57 percent), other California colleges and universities (24 percent), and other states or other countries (20 percent).

The student body is 11 percent first-time freshmen, 19 percent other lower division, 53 percent upper division, and 18 percent graduate levels. Sixty-one percent of all students are women. The median age of all students is 22; undergraduates have a median age of 21, while graduate students have a median age of 29. Many students take advantage of course offerings during the day and at night, in order to create a workable schedule for their multiple responsibilities.

Many students already have clearly defined interests in a major field of study. Only 16 percent of all students have not yet declared a major, and are in the process of exploring different fields of knowledge. During 2001-2002, 5,239 undergraduates received their baccalaureate degrees, and 1,087 graduates received their master's degrees.

THE FACULTY

Central to the effectiveness of any institution of higher learning is the quality and dedication of its individual faculty members to teaching and scholarship.

In the fall of 2001, there were 755 full-time faculty and administrators and 1,132 part-time faculty members teaching on the campus. Almost all the full-time faculty had some previous college or university teaching experience before coming to Fullerton. Faculty members also have a wide variety of scholarly experiences and creative activities. Seventy-nine percent of the full-time faculty have earned their doctoral degrees.

Criteria for selection to the faculty include mastery of knowledge in an academic specialty, demonstrated skill and experience in teaching, and continuing interest in scholarly study and research. Retention and promotion criteria also include service to the university and community.

Information concerning the faculty and other personnel may be obtained from the Office of Faculty Affairs and Records.

OUTSTANDING PROFESSOR AWARD

Each year the university selects a faculty member to receive the CSUF Outstanding Professor Award. This individual becomes the campus nominee for the statewide Outstanding Professor Award, an honor conferred annually on two system faculty members by the Trustees of the California State University.

	are the names of an professors who
	ived the CSUF Outstanding
	Award. Those with an asterisk were
	ored with the statewide award.
	Name Subject
1963-64	Donald Stanley Tull Marketing
	Miles Duffield McCarthy* Biology
1965-66	Giles Tyler Brown History
1966-67	Gustave Bording Mathieu French/
	de la companya de la
	Norman Townsend- Economics
	Zellner
	John Brown Mason Political
1964 188	Science 2
1969-70	No award given
	Loh Seng Tsai Psychology
	Richard C. Gilbert Mathematics
	Herbert C. Rutemiller Quantitative
	Methods
	Fred M. Johnson Physics
	Willis E. McNelly* English
	Donald E. Lagerberg Art
	Sidney Klein Economics
	Charles G. Bell Political Science
	Bruce H. Weber Chemistry
1979-80	Michael H. Horn Zoology
	Donald A. Sears English and
	Linguistics
1981-82	Joyce E. Pickersgill Economics
	Carl C. Wamser Chemistry
	Corinne S. Wood Anthropology
	Maria C. Linder Chemistry
	Charles C. Lambert Zoology
	Glenn M. Nagel Chemistry
	Harris S. Shultz* Mathematics
	Warren A. Beck History
	Roger Nanes Physics
	Gerald F. Corey Human
1990-91	Services/
	Counseling
	Michael H. Birnbaum Psychology
	David L. Pagni* Mathematics
	Keith O. Boyum Political Science
1994-95	Carol P. Barnes Elementary and
	Bilingual Education
	Mario Martelli Mathematics
1996-97	Frank G. Cummings III Art
	John A. Olmsted Chemistry
1998-99	George A. Marcoulides Management
	Science/
	Information
	Systems
	Jane V. Hall Economics
	Hallie Yopp Slowik Elementary,
	Bilingual, and
	Reading Education
2001-02	Albert W. Flores Philosophy
	1 /

Below are the names of all professors who

CALIFORNIA STATE UNIVERSITY WANG FAMILY EXCELLENCE AWARD

Annually, during a ten-year period beginning in 1998-99, four faculty members and one administrator throughout the California State University (CSU) system are selected to receive the Wang Family Excellence Award. Established by CSU Trustee Stanley T. Wang, this award is designed to recognize and "celebrate" CSU faculty and administrators who are making multi-faceted contributions to the learning community, and whose achievements are having a discernable effect on students.

Four colleagues from Cal State Fullerton have been honored as recipients of the Wang Excellence Award.

Year Name

2003 David L. Pagni dal D ottoldi A natiT

Professor of Mathematics

Claire Palmerino

Director, Academic Advising

Services

Services

2002 Hallie Yopp Slowik

Professor of Elementary and
Bilingual Education

2001 Jane Hall

Professor of Economics

CALIFORNIA STATE UNIVERSITY, FULLERTON FOUNDATION

The California State University, Fullerton Foundation was established and incorporated as a not-for-profit corporation in October 1959. The Foundation is an auxiliary organization of the university established to provide essential student, faculty and staff services that cannot be provided from state appropriations. It supplements university programs and activities by assisting the university in fulfilling its purposes and in serving the people of the State of California, especially those in the immediate Fullerton area.

The Foundation develops and administers research and educational grants and contracts; conducts retail operations including bookstore, food service and vending on campus; and administers various educationally-related functions and programs, such as the Artist Village and the university's affordable housing program.

The Foundation's overall policies are administered by a Board of Directors composed of members of the university faculty, administration and students, as well as prominent community leaders.

Board of Directors

Chair, Robert F. Clark, Jr.#
Vice Chair, Ted Bremner#
Secretary, Ron Rangel#
Treasurer, Pearl Cheng (ex officio)
Executive Director, William M. Dickerson (ex officio)
Judith Anderson (ex officio)

Judith Anderson (ex o

Gary Del Fium#

Milton A. Gordon (ex officio)

Willie Hagan (ex officio)

Robert Hall#

Kolf Jayaweera

David Palmer#

Robert Palmer (ex offico)

Linda Patton (ex officio)

Ephraim Smith (ex officio)

ASI president plus two additional student members

Academic Senate chair plus three additional faculty members

Administrative Officers

William M. Dickerson, Executive Director
Pearl Cheng, Director, Finance & Administration

ALUMNI ASSOCIATION OF CAL STATE FULLERTON

The Alumni Association of Cal State
Fullerton provides graduates with opportunities for continued affiliation with their alma mater and fellow alumni through unique networking, educational and social activities.

Membership also provides graduates with a variety of valuable benefits such as access to all 23 CSU campus libraries, invitations to special members-only events, discounts at the Titan Bookstore, discounts on athletic and cultural events tickets, group insurance programs and more. The most important benefit of being a member of the alumni association, however, is the opportunity to be part of a strong Cal State Fullerton alumni network.

The George G. Golleher Alumni House is the focal point of alumni activity on campus where alumni engage in a variety of activitieseverything from pre-game barbecues to alumni weddings. The Student Alumni Association is a surjudy unique student organization that not only offers ways to get involved in campus life, but links students to CSUF alumni. In addition to social events and service projects, Student Alumni Association members have career development opportunities by networking with alumni.

For more information on Alumni Association programs and services, please contact (714) CSU-ALUM or visit our Web site at csufalumni.com.

COMMUNITY SUPPORT GROUPS

California State University, Fullerton welcomes and encourages the development and activities of volunteer organizations committed to enriching university life. The expertise and efforts of its dedicated volunteers are most appreciated for they enhance the university's academic excellence. In addition to their involvement in the programs of their own organizations, support group members are invited to participate in university events.

Cal State Fullerton's volunteer organizations form the Coordinating Council of Support Groups, which coordinates communication between the organizations and the university. Further information about support groups may be obtained from the Office of the Vice President for Academic Affairs, McCarthy Hall-133, at (714) 278-2615.

Art Alliance

The Art Alliance encourages excellence in the arts, particularly through the educational curriculum of the university's Art Department. Organized in 1967, the alliance assists in financing gallery exhibitions, participates in the acquisition of campus art works, and annually awards scholarships and graduate research grants. Art Alliance members host special exhibit tours and receptions, trips to museums and artists' studios, and staff the main gallery during open hours.

Association of the Friends and Docents of the Anthropology Museum

Anthropology majors, alumni and interested members of the community make up association membership. The group takes an active role in presenting exhibits, providing tours and conducting the activities of the museum.

[#] Community Member

College Advisory Councils

Advisory councils are composed of community and campus leaders who are committed to sharing their expertise and providing support to individual colleges within the university. Groups include the College of Business and Economics Executive Council, College of Communications Executive

Council and the College of Engineering and Computer Science Industrial affiliates.

Continuing Learning Experience

For more than two decades, Continuing Learning Experience has offered an extensive range of courses for retiree members who look to the university and the Ruby Gerontology Center as focal points for their lifelong learning. CLE is a nationally recognized, self-supported organization that draws strength from its own board of trustees and a sophisticated management structure.

For an annual membership fee that includes parking, CLE members savor the university setting and student privileges. Members enjoy a rich variety of classes, study groups, discussion forums and trips of educational interest. Some of the outstanding lecture series are also open to the community. In addition, both PC and Macintosh-based computer classes are available in the CLE SeniorNet Learning Center.

The CLE office is housed in the Ruby Gerontology Center, a research and conference facility built with private funds in large part from CLE members.

Emeriti

Cal State Fullerton's retired faculty and staff members belong to the Emeriti, which is dedicated to keeping its members involved and knowledgeable about current campus life. While providing opportunities to be involved in faculty governance, curricular programs and campus activities, the organization also offers renewal of friendships between its members and awards two student scholarships each year. Through affiliation with the systemwide CSU emeriti organization, California State University Emeritus and Retired Faculty Association, emeriti concerns are presented to all branches of the government and the Chancellor's Office.

Friends of the Fullerton Arboretum

Friends of the Fullerton Arboretum support the 26-acre botanical garden located on the northeast corner of campus. The Friends coordinate the work of the many volunteers needed to maintain the gardens, programs and events. Friends host tours of the arboretum and Heritage House museum, a turn-of-the-century residence listed in the National Register of Historic Places and the Inventory of California Historic Sites. Through plant sales, gift shop and events, the Friends contribute operating monies for the arboretum and fund student scholarships.

Music Associates

In support of the Music Department, Music Associates fund student scholarship; an annual awards contest recognizing excellence in vocal, instrumental and piano performance; and purchases of equipment and instruments to enhance Cal State Fullerton's music program. Associates attend campus performances and co-sponsor one of the biggest holiday events on campus, the "Carol Candlelight Dinner and Concert" featuring the University Singers. The Associates also hold an annual spring scholarship luncheon.

Patrons of the Library

Community members, alumni and faculty and staff members interested in maintaining the quality of the Pollak Library belong to Patrons of the Library. The group sponsors exhibits and operates a book sale center in conjunction with the Emeriti. Funds raised through book sales, dues and donations support the augmentation of library holdings and facilities.

President's Associates

The generous members of the President's Associates provide financial support to the region's most promising students, the President's Scholars, and a host of other programs and projects at Cal State Fullerton. This premier support group also provides the president with resources for universitywide needs such

as student scholarships, faculty research grants and recognition awards for faculty, students and staff. Through their gifts, President's Associates play a significant role in preserving and enhancing Cal State Fullerton now and for future generations.

Reading Educators Guild

Graduates who earn a master of science in education with a concentration in reading and other interested individuals are eligible for membership in the Reading Educators Guild. Working in close relationship with the Reading Department, the Guild promotes literacy research. Throughout the school year, the Guild holds various activities, lectures and conferences, promoting effective reading instruction.

Titan Athletic Club

The Titan Athletic Club is the fund-raising support group for CSUF Intercollegiate
Athletics. The purpose of the Titan Athletic
Club is to raise money for athletic scholarships and encourage private support from alumni, friends and family. Titan Athletic
Club membership includes individuals and businesses that support scholarships, facility upgrades and sport-specific booster organizations among others. Building this support, while at the same time increasing the family atmosphere surrounding Titan Athletics many programs, creates the total package of a high-quality athletic experience for all involved.

Tucker Wildlife Society

The Tucker Wildlife Society is located in Modjeska Canyon in the Santa Ana Mountains. This sanctuary offers students and faculty an opportunity for biological and geological field studies and conservation education.

EXECUTIVE DIVISION

Milton A Gordon President (Vacant) Executive Assistant to the President Norma L. Morris, Staff Assistant to the President Vennita Jackson, Financial Manager

■ UNIVERSITY AUDITOR

Alex Tzoumas, Director

UNIVERSITY COUNSEL

Patrick Carroll, University Counsel

BUSINESS AND FINANCIAL AFFAIRS

Sherri Newcomb, Chief Financial Officer Mark Lopez, Executive Assistant to the Chief Financial Officer (Vacant), Senior Director, Financial Management

Financial Operations

E. Sue Boeltl, Senior Director, Financial Operations May Wong, Director, Financial Operations Mary Ann Torres, Associate Director, Payables (Vacant), Associate Director, Payroll Marilou Encina, Operations Supervisor, Payroll Karen Batten, Technical Supervisor, Payroll (Vacant), Director of Contracts and Procurement (Vacant), Procurement Operations Manager (Vacant), Contracts Operations Manager

Financial Management

Elahe Amani, Director, Student Financial Services Marsha Lovell, Associate Director, Student Financial Services (Vacant), Director of Accounting and Financial Reporting (Vacant), Associate Director, Accounting and Financial Reporting (Vacant), Bursar/Treasurer (Vacant), Tax Compliance and Reporting Officer (Vacant), Budget Director Terri Sharp, Chief Budget Analyst

Business Planning & Improvement

Cheryl Perreira, Senior Director, Business Planning and Improvement Don Stelluto, Coordinator, Training and Development

Business Systems

Keiko Takahashi, Senior Director, Business Systems

Administration

■ INFORMATION/TECHNOLOGY SERVICES

Michael Parker, Chief Information/Technology Officer Dick Bednar, Senior Director, Technology Planning Amir Dabirian, Director, Internet Technologies Susan Kachner, Director, Administrative Computing Susan Lasswell, Director, Information Technology Communications

Chris Manriquez, Director, Desktop Computing Mike Marcinkevicz, Director, Network Applications Chuck Kensicki, Director, Enterprise Computing

ACADEMIC AFFAIRS

Ephraim P. Smith, Vice President for Academic Affairs Davida Hopkins-Parham, Executive Assistant to the Vice President Presid

Margaret A. Atwell, Associate Vice President, Academic Affairs Dolores Hope Vura, Assistant Vice President for Institutional Research and Analytical Studies Edward Sullivan, Director of Analytical Studies Lisa Kopecky, Director, Budget for Academic Affairs Mary Watkins, Director, Faculty Affairs and Records Sandra Sutphen, Acting Director, Faculty Development Center Linda Patton, Director, Office of Grants & Contracts Lori Jennex, Coordinator of Regulatory Compliance and Intermural Programs Chris Smithson, Coordinator, Contracts and Grants Frika Blossom, Contracts & Grants Coordinator

Mike Nichols, Contracts Coordinator William F. Presch, Director, Desert Studies Consortium

■ ADMISSIONS AND RECORDS

James C. Blackburn, Director, Admissions and Records Nancy Dority, Admissions Officer Barbara Hooper, University Articulation/Project Officer Vacant, Registrar Melissa Whatley, Associate Registrar

■ ACADEMIC PROGRAMS

Keith O. Boyum, Associate Vice President, Academic Programs Gladys Fleckles, Director, Graduate Studies Kathleen Costello, Director, Gianneschi Center for Nonprofit Research

Sylvia Alva, Assistant Vice President, Academic Programs Claire Palmerino, Director, Academic Advising Services David Drath, Coordinator, Health Professions Advising June Kearney, Assistant Director of Athletics, Compliance and Academic Services

Sally Cardenas, Director, Center for Internships and Cooperative

Wayne Hobson, Director, University Honors Program
Bridget Driscoll, Director, Freshman Programs
Linda Cambron, Associate Director of University Outreach
Jeannie Kim-Han, Director, Center for Community and
Service-Learning

UNIVERSITY EXTENDED EDUCATION

Harry L. Norman, Dean, University Extended Education
Melody Johnston, Associate Dean (Acting), University Extended Education
Lynne Richmond, Director, American Language Program
Barbara Talento, President, Continuing Learning Experience
Gregory Dyment, Director, Fullerton Arboretum
Pat Puleo, Director, Education Programs
Tim Green, Director (Acting), Distance Learning
Rod Guimaraes, Manager, Information Systems
Carol Ferguson, Client Services Manager
Margaret Luzzi, Director, Academic Credit Programs
Khanh Vanpetten, Director, Budget and Finance
Terry Roberts, Director, Interactive Televised Instruction
Karen McKinley, Director (Acting), Marketing and Public
Relations, and Director, Computer Technologies and
Engineering

Irene Freer, Administrative Assistant to the Dean Carol Creighton, Director, Business Arts and Social Sciences Luu Trankiem, Director (Acting), Extension International Programs

LIBRARY

Richard C. Pollard, University Librarian

Elizabeth Housewright, (Acting) Associate University Librarian

Carol Bednar, Chair, Technical Services

Theresa Liedtka, Head, Access Services & Systems

■ EL TORO CAMPUS

George Giacumakis, Director, El Toro Campus
Nadine Dillon, Coordinator, Cashiering and Registration,
El Toro Campus
Lynne McVeigh, Assistant Dean for Student Affairs, El Toro Campus
Greg Yorba, Librarian, El Toro Campus
Chuck Moore, Director, Enrollment Services Center
Marilyn Conklin, Executive Assistant

ADMINISTRATION

Willie J. Hagan, Vice President for Administration
Naomi Goodwin, Assistant Vice President
William C. Barrett, Associate Vice President for Administration
Thomas H. Whitfield, Director, Environmental Health &
Instructional Safety
Joe Ferrer, Director, Parking and Transportation
Welson Badal, Manager, Divisional Information Technology
John Beisner, Director, University Risk Management

■ FACILITIES MANAGEMENT

Jay W. Bond, Associate Vice President, Facilities Management and Kim Apel, Facility Planner and proposed for the Michael C. Smith, Director, Design & Construction Services Willem H. van der Pol, Director, Physical Plant

HUMAN RESOURCES

R. John Lynn, Executive Director, Human Resources
Rosamaria Gomez-Amaro, Director, Affirmative Action
Robin Innes, Director, Employee Training & Development
Denise Johnson, Director, Human Resource Operations

■ PUBLIC SAFETY

Judith D. King, Chief of Police/Director, Public Safety Willie J. Glen, Lieutenant

FOUNDATION

William M. Dickerson, Executive Director, Foundation
Shou-Yinn (Pearl) Cheng, Director, Finance and Administration
Jerry C. Olson, Director, Titan Shops
Anthony Lynch, Director, Campus Dining

EXECUTIVE VICE PRESIDENT

Judith Anderson, Executive Vice President Angela Gee, Executive Assistant

■ GOVERNMENTAL AND COMMUNITY RELATIONS

Owen Holmes, Director, State and Federal Relations
Karon Cornell, Director, Community Relations

■ PRESIDENT SCHOLARS PROGRAM

James Mettler, Director, President's Scholars Program

■ PUBLIC AFFAIRS

Janet McNeill, Associate Vice President for Communications and Marketing

STUDENT AFFAIRS

Robert L. Palmer, Vice President for Student Affairs
Howard Wang, Associate Vice President for Student Affairs
Silas H. Abrego, Associate Vice President for Student Affairs
Karen J. Wall, Assistant Vice President, Budget and Human Resources
(Vacant), Assistant to the Vice President for Student Affairs
Kandy S. Mink, Dean of Students
Harvey McKee, Executive Director, Associated Students, CSUF, Inc.
Ryan Alcantara, Director, Honors and Scholars Support Services
Brian Quinn, Director, Intercollegiate Athletics

Maryalyce Jeremiah, Senior Associate Director, Intercollegiate

James Case, Director, Career Planning and Placement Center
Robert Aylmer, Director, Counseling and Psychological Services
Paul K. Miller, Director, Disabled Student Services
Deborah McCracken, Director, Financial Aid
Jenny Mohr, Director, Guardian Scholars Program
Darlene Stevenson, Director, Housing and Residence Life
Robert Ericksen, Director, International Education and Exchange
Jeremiah Moore, Director, Student Academic Services
(Vacant), Director, Student Affairs Research Center
Robert Aylmer, Acting Executive Director, Student

Health and Counseling Center
Kurt Borsting, Director, Titan Student Union
Fran Zareh-Smith, Director, University Learning Center
Barbara McDowell, Director, Women's Center/Adult Reentry
David Pagni, Director, GEAR UP - Anaheim

Gerald Bryant, Director, Ronald E. McNair Scholars Program
Patricia Bejarano-Vera, Director, Upward Bound Math Science
Angela Alvarado, Director, Upward Bound North
Janet Long, Director, Upward Bound South

UNIVERSITY ADVANCEMENT

Pamela Hillman, Vice President for University Advancement
(Vacant), Executive Assistant to Vice President for University
Advancement

Carrie Stewart, Associate Vice President for Communications,
Stewardship & Events, and Annual Campaigns
(Vacant) Director of Advancement Communications
Ira Unterman, Director of Annual Campaigns
Stefanie McCombie, Director of Stewardship & Events

Mary Jacobson, Associate Vice President for Corporate and Foundation Relations

Barbara Barrett, Director of Corporate & Foundation Relations

Paul Carey, Associate Vice President for Development
Milly Muzzy, Director of Development, College of the Arts
(Vacant), Director of Development, Athletics

Marcia Miller-Harrison, Director of Development, College of Business and Economics

Justin Gehrls, Director of Development, College of Communications
Lisa Gallaway, Director of Development, College of Engineering
and Computer Science and College of Natural Sciences and
Mathematics

Regina Webster, Senior Director of Development, Gerontology and College of Human Development and Community Service Carlos Leija, Director of Development, Guardian Scholars and College of Humanities and Social Sciences

Stephen Tanenbaum, Director of Development, Principle Gifts Patricia Boggs, Executive Director of Alumni Relations Thomas Popplewell, Executive Director of Advancement Services

COLLEGE OF THE ARTS

Jerry Samuelson, *Dean*Joseph Arnold, *Associate Dean*Dean Harris, *Assistant Dean, Student Affairs*

ART DEPARTMENT

Larry Johnson, Chair

MUSIC DEPARTMENT

Vance Wolverton, Chair

THEATRE DEPARTMENT

Susan Hallman, Chair

COLLEGE OF BUSINESS AND ECONOMICS

Anil K. Puri, Dean

Thomas Johnson, Associate Dean, Academic Programs
Katrin Harich, Associate Dean, Administration
Robert Miyake, Assistant Dean, Academic Advisement
(Vacant), Assistant Dean, Student Affairs

ACCOUNTING DEPARTMENT

Betty Chavis, Chair

ECONOMICS DEPARTMENT

Stewart Long, Chair

FINANCE DEPARTMENT

John Erickson, Chair

INFORMATION SYSTEMS AND DECISION SCIENCES

Barry Pasternack, Chair

MANAGEMENT DEPARTMENT

Ghasem Manoochehri, Chair

MARKETING DEPARTMENT

Irene Lange, Chair

COLLEGE OF COMMUNICATIONS

Rick D. Pullen, Dean

Fred Zandpour, Associate Dean
Peggy Garcia Bockman, Assistant Dean, Student Affairs

COMMUNICATIONS DEPARTMENT

Wendell Crow, Chair

RADIO-TV-FILM DEPARTMENT

Ed Fink, Chair

SPEECH COMMUNICATION DEPARTMENT

Kurt Kitselman, Chair

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Raman Menon Unnikrishnan, Dean

David R. Falconer, Associate Dean

Lisa D. Jones, Assistant Dean, Student Affairs

COMPUTER SCIENCE DEPARTMENT

Ning Chen, Chair

■ DIVISION OF ENGINEERING

Jesa H. Kreiner, Division Chair

CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT

Jeff Kuo, Head

ELECTRICAL ENGINEERING DEPARTMENT

Mostafa Shiva, Head

MECHANICAL ENGINEERING DEPARTMENT

Hossein Moini, Head

COLLEGE OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE

Roberta E. Rikli, *Dean*Ellen Junn, *Associate Dean*Nancee L. Buck, *Assistant Dean*, *Student Affairs*

CHILD AND ADOLESCENT STUDIES DEPARTMENT

Patricia Szeszulski, Chair

COUNSELING DEPARTMENT

Jeffrey Kottler Chair

HUMAN SERVICES DEPARTMENT

Mikel Garcia, Chair

NURSING DEPARTMENT

Christine Latham, Chair

■ SCHOOL OF EDUCATION

Mickey L.Y. Hollis, Acting Associate Dean

EDUCATIONAL LEADERSHIP DEPARTMENT

Louise Adler, Chair

ELEMENTARY AND BILINGUAL EDUCATION DEPARTMENT

Carmen Dunlap, Chair

SECONDARY EDUCATION DEPARTMENT

Victoria Costa, Chair

SPECIAL EDUCATION DEPARTMENT

Belinda Dunnick Karge, Chair

■ DIVISION OF KINESIOLOGY AND HEALTH PROMOTION

Kathy Koser, Division Chair

MILITARY SCIENCE PROGRAM

Lt. Col. Christian Taddeo, Coordinator

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Thomas Klammer, Dean

Ray Young, Associate Dean Mark Mark Market M

Angela Della Volpe, Associate Dean

Michael Paul Wong, Assistant Dean, Student Affairs

AFRO-ETHNIC STUDIES DEPARTMENT

Wacira Gethaiga, Chair

AMERICAN STUDIES DEPARTMENT

Jesse Battan, Chair

ANTHROPOLOGY DEPARTMENT

Susan Parman, Chair

ASIAN STUDIES PROGRAM

William W. Haddad, Coordinator

ASIAN AMERICAN STUDIES PROGRAM

Craig Ihara, Coordinator

CHICANA AND CHICANO STUDIES DEPARTMENT

Isaac Cardenas, Chair

COMPARATIVE RELIGION DEPARTMENT

Benjamin Hubbard, Chair

ENGLISH, COMPARATIVE LITERATURE AND LINGUISTICS DEPARTMENT

Joseph Sawicki, Chair

ENVIRONMENTAL STUDIES PROGRAM

Robert Voeks, Coordinator

EUROPEAN STUDIES PROGRAM

Cora Granata, Coordinator

FOREIGN LANGUAGES AND LITERATURES DEPARTMENT

Jan Eyring, Chair

GEOGRAPHY DEPARTMENT

William Lloyd, Chair

GERONTOLOGY PROGRAM

Eric Solberg, Coordinator

HISTORY DEPARTMENT

William W. Haddad, Chair

LATIN AMERICAN STUDIES PROGRAM

Sandra Perez-Linggi, Coordinator

LIBERAL STUDIES DEPARTMENT

Jim Hofmann, Chair

PHILOSOPHY DEPARTMENT

Albert Flores, Chair

■ POLITICAL SCIENCE AND CRIMINAL JUSTICE DIVISION

Alan Saltzstein, Chair

PSYCHOLOGY DEPARTMENT

David Perkins, Chair

SOCIOLOGY DEPARTMENT

John W. Bedell, Chair

WOMEN'S STUDIES PROGRAM

Renae Bredin, Coordinator

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

Kolf O. Jayaweera, Dean

David Fromson, Associate Dean

Rochelle Woods, Assistant Dean, Student Affairs

BIOLOGICAL SCIENCE DEPARTMENT

C. Eugene Jones, Chair

CHEMISTRY AND BIOCHEMISTRY DEPARTMENT

Robert Belloli, Chair

GEOLOGICAL SCIENCES DEPARTMENT

John Foster, Chair

MATHEMATICS DEPARTMENT MANAGEMENT (IMBORV)

James O. Friel, Chair

PHYSICS DEPARTMENT

Roger Nanes, Chair

SCIENCE EDUCATION PROGRAM

Richard Lodyga, Acting Coordinator

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COLLEGE OF THE Arts

DEAN

Jerry Samuelson

ASSOCIATE DEAN

Joseph Arnold

ASSISTANT DEAN, STUDENT AFFAIRS

Craig Haggett

DEAN'S OFFICE

Visual Arts 199 (714) 278-3256

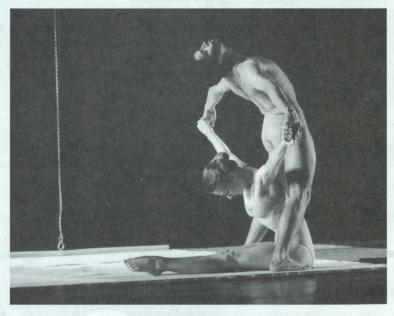
COLLEGE WEBSITE

http://www/fullerton.edu/arts/

"More than anything else, the excellence of our programs can be seen in our people – the faculty, staff, students and graduates.

Their presence is perhaps the strongest recommendation to be made for pursuing the arts at Cal State Fullerton."

Dean Jerry Samuelson College of the Arts



The learning opportunities within the College of the Arts are based on a commitment to artistic and academic excellence. We provide an environment that encourages individual achievement for performers, artists and scholars.

Within the broader university liberal arts environment, the College of the Arts offers intensive programs in Art, Music, Theatre and Dance. We are also committed to the enhancement of artistic awareness of all students.

We extend a warm welcome to you, and we promise that with your perseverance, we will do everything possible to further your goals and objectives in whatever field of the arts you choose.

Academic advisement is available through the departments. Faculty advisers are available to assist students with career decisions and degree requirements.

Several scholarships are available to students in the College of the Arts. Inquiries should be made to the respective department offices.

PROGRAMS OFFERED

Art, Bachelor of Arts

Art History

General Studio Art

Teaching

Art, Bachelor of Fine Arts

Ceramics

Crafts

Creative Photography

Drawing and Painting

Entertainment Art/Animation

Graphic Design

Illustration

Printmaking

Sculpture

The second

Art, Minor

Art, Master of Arts

Design

Drawing and Painting (Printmaking)

Sculpture

Crafts (including Ceramics, Glass, Wood,

Jewelry/Metalsmithing)

Design (including Graphic Design,

Illustration, Exhibition Design,

Creative Photography)

Art History

Art, Master of Fine Arts

Drawing, Painting and Printmaking

Ceramics (including Glass)

Crafts (including Jewelry/Metalsmithing

and Woodworking)

Design (including Graphic Design,

Illustration and Exhibition Design)

Creative Photography

Art, Museum Studies, Certificate

Dance, Bachelor of Arts

Music, Bachelor of Arts

Liberal Arts

Music Education

Music History and Theory

Music, Bachelor of Music

Composition

Classical Guitar

Instrumental

Jazz and Commercial Music

Keyboard

Voice

Accompanying

Music, Minor

Music, Master of Arts

Music History and Literature

Music Education

Music, Master of Music

Performance

Theory-Composition

Music, Single Subject (Secondary) Credential

Theatre Arts, Bachelor of Arts

Liberal Arts

Production/Performance

Acting

Directing

Entertainment Studies

Playwriting

Technical Production/Design

Teaching

Theatre, Bachelor of Fine Arts

Musical Theatre

Theatre Arts, Master of Fine Arts

Acting

Directing

Design and Technical Production



COLLEGE OF Business and Economics

DEAN

Anil Puri

ASSOCIATE DEAN, ADMINISTRATION

Katrin R. Harich

ASSOCIATE DEAN, ACADEMIC PROGRAMS

Thomas W. Johnson

ASSISTANT DEANS

Robert Miyake, Academic Advisement Vacant, Student Affairs

DEAN'S OFFICE

Langsdorf Hall 700 (714) 278-2592

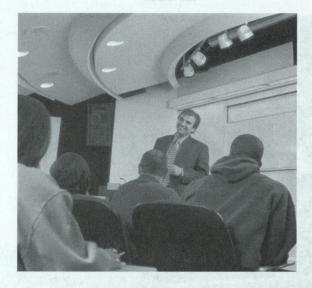
COLLEGE WEBSITE

http://business.fullerton.edu

"Welcome to the nationally accredited

College of Business and Economicshome of the second largest
undergraduate business program
in the United States. The college
leads the region in meeting the needs
of its diverse student body and
provides the latest skills for business
success in today's global economy."

Dean Anil K. Puri
COLLEGE OF BUSINESS
AND ECONOMICS



Programs of study in the College of Business and Economics equip men and women with the intellectual and professional tools needed to assume responsible positions in business, industry, education, government and social service. The College offers a broad exposure to business and economics. Behavioral and quantitative sciences are studied in both theoretical and applied contexts. Mathematics is used as a key tool in the analysis of complex problems and in the interpretation of data. Emphasis is placed on effective oral and written communication. Students are made aware of the need for imaginative, innovative solutions to business problems that encompass human needs and ethical objectives.

The College provides the opportunity to develop technical expertise in a chosen discipline at a beginning professional level acceptable to prospective employers. Nine concentrations are offered within the business administration major, as well as an economics major, an international business major and a business education credential program.

The College of Business and Economics offers the only undergraduate and graduate programs in Orange County accredited by the Association to Advance Collegiate Schools of Business for both Business Administration and Accounting. Accreditation assures a rigorous course of study. It also indicates a well-qualified faculty, high standards for students, access to computing and an extensive library system.

PROGRAMS OFFERED

Accountancy, Master of Science

Business Administration, Bachelor of Arts

Accounting

Business Economics

Entertainment and Tourism Management

Entrepreneurship

Finance

Information Systems

Management

Management Science

Marketing

Business Administration, Minor

Business Administration, (M.B.A)

Accounting

Business Economics

E-Commerce

Entrepreneurship

Finance

Information Systems

International Business

Management

Management Science

Marketing

Economics, Bachelor of Arts

Economics, Minor

Economics, Master of Arts

Information Systems, Minor

International Business, Bachelor of Arts

Chinese

French

German

Japanese

Portuguese

Spanish

Information Systems, Master of Science

Decision Sciences

E-Commerce

Taxation, Master of Science

MISSION AND GOALS STATEMENT

The College of Business and Economics (CBE) is committed to delivering high-quality, accessible, and affordable undergraduate and graduate programs to a diverse student population. The College also contributes to the business community by providing research, consulting, continuing education, and training programs.

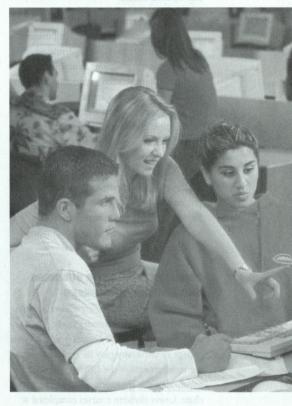
In pursuit of its mission, the CBE:

- Offers students programs that prepare them for careers in business and graduate programs that foster professional career advancement by developing their:
 - Critical thinking, analytical and problem solving skills
 - Interpersonal, team work, leadership and communication skills
 - Awareness of ethical issues and responsibilities
 - Functional business knowledge
 - Multicultural understanding
 - Technology skills
 - Awareness of the global economy
- 2. Provides its current and future students:
 - Outreach and recruiting programs
 - Career planning, internship, and placement assistance
 - Student support services and extracurricular activities
 - Access to off site and distance-learning programs
- 3. Attracts, develops, and retains highly qualified, diverse faculty by encouraging and rewarding.
 - Teaching excellence and innovative instructional development
 - Active participation in applied and basic research
 - Involvement in professional activities
- 4. Supports high-quality teaching, learning, and research by maintaining:
 - A program of assessment
 - An up-to-date technology infrastructure
 - An attractive and well-equipped instructional environment
 - A program of fundraising from individuals and corporate sponsers
- Promotes alumni and business involvement through:
 - Outreach events
 - Centers and institutes

Interaction with CBE alumni and business practitioners

PREPARATION FOR UNDERGRADUATE DEGREE PROGRAMS

Algebra and geometry are necessary for many required business courses. The equivalent of three years of high school mathematics, including a second course in algebra, is the prerequisite for the required Math 135 Business Calculus. Students without the necessary background should enroll in Math 115 College Algebra.



Business students are encouraged to take courses in sociology, psychology, anthropology, speech communication, political science, history, philosophy, geography and foreign languages. Many courses in these fields may be used to meet general education requirements. For the international business degree, intermediate level competency in a foreign language, equivalent to Foreign Language 204 courses, is prerequisite to the required concentration courses. It is strongly recommended that students planning to major in international business complete a minimum of three years of foreign language study while in high school.

BUSINESS ADVISING CENTER

Langsdorf Hall, Room 731

Undergraduate Program Advising

The Business Advising Center serves business administration, economics and international business majors. Information is available on admissions, curriculum and graduation requirements, as well as on registration and grading procedures, residence and similar academic matters. Transfer students should see an adviser immediately regarding transfer credit. For information on general education, consult the Academic Advisement Center.

Graduate Program Advising

The graduate adviser (in the Business Advising Center) provides academic advising for the graduate programs in accountancy, business administration, information systems and taxation. Information is available on admissions, curriculum and graduation requirements, as well as on registration procedures, residence and similar academic matters. For information on admission, curriculum and graduation requirements for the M.A. in Economics, see the graduate program adviser in the Economics Department. Students should also consult the faculty advisers for the programs in accountancy, information systems and taxation.

TRANSFER CREDIT FOR BUSINESS AND ECONOMICS COURSES

Students should see an adviser as soon as possible regarding transfer credit. Collegelevel courses successfully completed at another college or university may be applied toward the requirements of the CBE subject to the approval of the appropriate department chair. Lower division courses completed at an appropriately accredited institution with a grade of "C" or better that are equivalent in content and level may be considered. Upperdivision transfer courses will be considered if the course is (a) equivalent in content and level, (b) completed with a grade of "C" or better, and (c) taught in an Association to Advance Collegiate Schools of Business accredited program. Exceptions require thorough documentation evidencing the above standards. Lists of approved equivalent courses from local community colleges are available in the Business Advising Center. All other courses are subject to approval by the department chair concerned. In these cases,

the student must supply catalog descriptions, course outlines and textbook titles. Courses taken in the extension division of another university, or by correspondence, are generally not acceptable.

INTERNSHIPS AND COOPERATIVE EDUCATION

Students may earn academic credit, first-hand work experience and financial remuneration as well. Opportunities exist in accounting and auditing; cost-benefit analysis and econometrics; finance and real estate; insurance and banking; management and industrial relations; marketing, sales and advertising; and business data systems. For more information, consult the internship adviser in your department or in the Center for Internships and Cooperative Education.

HONORS PROGRAM

The Business Administration Honors Program offers to highly motivated students the opportunity to take enriched coursework in the foundation areas of the business major. Courses in the honors program are smaller in class size, provide challenging learning experiences, individual attention from selected professors, and closer interaction with other similarly motivated students.

Students in honor sections are encouraged to develop and discuss ideas in an active, imaginative and original way. Professors contribute by making creative use of curricular materials and student assignments. Students interact personally and intensively with their faculty and classmates. In addition, students are given the opportunity to be partnered with a corporate executive mentor and be given special assistance in securing an internship during the senior year.

Business Administration students with 45 or more units who have a cumulative grade point average of at least 3.5 are eligible to enter the Honors program. Students must maintain a 3.4 or higher grade point average in order to remain in the program. Students in good standing in the Business Administration Honors program shall receive registration priority into designated honors sections.

Recognition for Honor Students

Students who successfully complete the requirements of Business Administration Honors program shall have an appropriate notation placed on their permanent record and shall be awarded a Certificate of Honors upon graduation.

For additional information, please contact the Business Advising Center, Langsdorf Hall 731, (714) 278-2211.

STUDENT ORGANIZATIONS

Chapters of the following national honor societies have been established on campus with membership open to qualified students: Beta Alpha Psi (accounting), Beta Gamma Sigma (business), Financial Management Association Honor Society (finance), Omega Rho (MS/IS), Phi Kappa Phi (allcampus), Pi Sigma Epsilon (marketing). In addition there are the following clubs which students are encouraged to join: Accounting Society, Association Internaionale des Estdiantes en Sciences Economiques et Cxommerciales (AIESEC), American Marketing Association, Association of Information Technology Professionals (AITP), Business Inter-Club (BICC), Delta Sigma Pi (business fraternity), Economics Association, Finance Association, Society for the Advancement of Management (SAM), Trans-Pacific Leadership Program, Xicano Business.

CBE GENERAL SCHOLARSHIPS

Stephen J. Barres Leadership Award Richard Glassman Scholarship

National Electronics Distributors Association, Southern California Chapter Scholarship

Executive Council Outstanding Student
Award

Theodore H. Smith Outstanding Graduate
Student Award

Frank P. Stanek Continuing Junior Scholarship

Francisco J. Valle Scholarship

Samuel Mendoza Memorial Scholarship

Yokohama Tire Corporation Scholarship

See also awards listed under each department. For additional information on awards and scholarships available to business students, contact the Office of the Dean, Langsdorf Hall 700.

COMPUTER FACILITIES

The CSUF Information Technology in the Library and the CBE Satellite Computer Laboratories in McCarthy Hall are available for student use. Computer facilities are generally available evenings and weekends during the school year.

INFORMATION ON DEGREE REQUIREMENTS

Information on degrees is located in the following department and program listings:

Accounting:

Accountancy, M.S.

Taxation, M.S.

Business Administration:

Business Administration, B.A.

Business Administration, Minor

Business Administration, M.B.A.

Economics:

Economics, B.A.

Economics, Minor

Economics, M.A.

International Business:

International Business, B.A.

Information Systems and Decision Sciences:

Information Systems, M.S.

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College Park Building, Suite 450

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and magazine production complex."

Dean Rick D. Pullen Contage of Communications

COLLEGE OF Communications

DEAN

Rick D. Pullen

ASSOCIATE DEAN

Fred Zandpour

ASSISTANT DEAN, STUDENT AFFAIRS

Peggy Garcia Bockman

DEAN'S OFFICE

College Park Building, Suite 450 (714) 278-3355

COLLEGE WEBSITE

http://communications.fullerton.edu

"The College of Communications provides an excellent learning environment with nationally recognized faculty and modern laboratory facilities. Students are welcomed into a supportive environment that consists of computerized writing, editing photo and graphics labs; television studios; a speech and hearing clinic; a presentation lab, and a newspaper and magazine production complex."

Dean Rick D. Pullen College of Communications



The College of Communications is committed to advancing a democratic society by preparing students to function in a wide variety of communication professions. With a strong tradition in the liberal arts and social sciences, the academic programs of the College share a common theoretical base which identifies the elements of human communication and the principles governing their use in all communicative processes essential to contemporary society, namely, the spoken and written word and visual images. Specialized programs in advertising, communication theory and process, intercultural, interpersonal, organizational communication, communication studies, communicative disorders, journalism, photocommunications, public relations, entertainment and tourism, and radio-television-film make up the basic curricula of the College. These programs of study lead to traditional academic degrees for undergraduates and graduates, to state credentials and licenses, to professional certification, and to entry into graduate and professional degree programs.

Academic programs in the College of Communications prepare students to function as professionals in the fields of business, education, government, entertainment, and in media and health related careers. Ancillary educational experiences are available through the campus daily newspaper, audio and video production recording studios, television facility, forensics program, speech and hearing clinic, the Center for Children who Stutter, Tusk magazine and internships in professional settings.

The College is dedicated to the principles of academic excellence and sees its fundamental mission as preparing citizens to function as effective communicators who practice their disciplines in accordance with the highest ethical codes of professional and personal conduct.

PROGRAMS OFFERED

Advertising, Minor

Communications, Bachelor of Arts

Advertising

Entertainment Studies

Journalism

Photocommunications

Public Relations

Communications, Master of Arts

Communicative Disorders, Bachelor
of Arts

Communicative Disorders, Master of Arts Journalism, Minor

Speech Communication, Bachelor of Arts Speech Communication, Minor Speech Communication, Master of Arts

Radio-TV-Film, Bachelors of Arts

Radio-TV-Film, Minor

STUDENT ORGANIZATIONS

The College of Communications supports a large number of student organizations and activities that provide a wide variety of preprofessional opportunities for academic advancement. They include: the Advertising Club; Comm Grads: Communications Week; Daily Titan; Debate (forensics); Entertainment and Tourism; International Association of Business Communicators; National Press Photographers Association; National Student Speech-Language-Hearing Association; Public Relations Student Society of America; Society of Professional Journalists; Titan Internet Radio; Tusk Club; and TV-Film Society.

ACCREDITATION

The Department of Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. The Communicative Disorders program in the Department of Speech Communication is accredited by the American Speech-Language-Hearing Association.

INTERNSHIPS

A wide variety of student internships are available throughout Southern California. In the Department of Communications, students are required to complete an internship, unless specifically waived from doing so, normally as the culminating undergraduate experience. The Speech Communication's internship is normally taken sometime in the junior or senior year.

SCHOLARSHIPS AND AWARDS

Some \$30,000 in scholarships and awards is presented annually to students in the College of Communications. Among the sponsors of scholarships are the Advertising Club of Orange County, the Business/ Professional Advertising Association of Orange County, the Hearst Foundation, the Orange County chapter of the Public Relations

Society of America, and the Los Angeles Times. Awards annually are presented to students who excel in academic and pre-professional activities in the three departments.

FACILITIES

The College of Communications is equipped with modern laboratory facilities including a state-of-the-art speech and hearing clinic; photography studio; teaching labs for writing and graphics with more than 200 upgraded and networked workstations; television and sound studios and control rooms; video and audio production, post-production, storage and streaming facilities; film editing laboratory; a daily newspaper newsroom and production area; Internet radio; dedicated multi-media network and quality video-on-demand and multicasting facilities.



Engineering and Computer Science

DEAN

Raman Unnikrishnan

ASSOCIATE DEAN

David Falconer

ASSISTANT DEAN, STUDENT AFFAIRS

Lisa Jones

DEAN'S OFFICE

Computer Science 502 (714) 278-3362

COLLEGE WEBSITE

http://www.fullerton.edu/ecs

"Our mission is simple. We want to educate engineers and computer scientists who will graduate with state-of-the art knowledge in their chosen field and are ready to embark on careers in industry and government or proceed to acquire advanced degrees in their own or related fields. More and more of our graduates are also interested in being entrepreneurs, thanks to the success of so many young people on the west coast who have become successful in creating wealth via technology."

Dean Raman Menon Unnikrishnan
COLLEGE OF ENGINEERING
AND COMPUTER SCIENCE



The curricula of the College of Engineering and Computer Science are designed to prepare students for careers in engineering and computer science, and for further study and specialization in graduate work. The faculty of the college is actively involved not only in instruction and scholarship but also in the advisement of students on topics relating to the planning of career and program goals. Cooperative education and internship programs are available.

PROGRAMS OFFERED

Computer Science, Bachelor of Science Computer Science, Minor Computer Science, Master of Science Civil Engineering, Bachelor of Science Emphasis in Architectural Engineering Civil Engineering, Master of Science Concentration in Environmental Engineering Electrical Engineering, Bachelor of Science Electrical Engineering, Master of Science Option in Systems Engineering Engineering, Bachelor of Science Emphasis in Pharmaceutical Engineering Option in Engineering Science Engineering, Master of Science Option in Engineering Science Mechanical Engineering, Bachelor of Science Emphasis in Manufacturing

ENGINEERING

Science

Engineering

Mechanical Engineering, Master of

Engineering is the application of scientific principles to the solution of practical problems. Engineers are professionals who employ the empirical art and techniques of engineering to the benefit of the society. Throughout the ages, human progress has been able to flourish due to the brilliant minds of engineers. Historical works, such as the Egyptian pyramids, the Roman aqueducts, and the Greek and Persian monuments, are examples of engineering ingenuity. In the contemporary world, the technological breakthroughs, such as computers, lasers, and robots, have become reality due to the creativity and imagination of engineers.

People-made wonders, such as the Hoover Dam, the Golden Gate Bridge, the Empire State Building, and the Gateway Arch on the Mississippi River, are examples of engineering ingenuity. Great inventors like Leonardo da Vinci, Galileo, James Watt, and Thomas Edison had exceptional engineering minds.

Engineers need a firm knowledge of the sciences and mathematics and must be able to analyze complex situations involving people, money, machines and information in order to create workable and economical designs. Engineers often work with others in a team to develop systems and products. The increasing technological complexity of modern society offers both opportunities as well as challenges to the engineering graduates of the future.

Engineers are employed in practically every field of human endeavor. This includes manufacturing, construction, education, government, health care, and business. As society becomes increasingly more technological, an engineering education provides a background for careers which will extend well into the 21st century. There is a real need for more engineering professionals, and so there are tremendous opportunities for everyone, including women and underrepresented minorities, in this field.

The College of Engineering and Computer Science has developed a reputation for excellence in its undergraduate and graduate engineering and computer science programs. The college is committed to providing the student with a solid preparation in the fundamental principles of engineering as an applied science, as well as the practical experience to use these principles in the solution of engineering problems.

At Cal State Fullerton students who are pursuing the bachelor's degrees in civil, electrical, or mechanical engineering are affiliated with one of the college's three engineering departments. These programs are accredited by the Accreditation Board for Engineering and Technology (ABET).

Each engineering degree program incorporates the following three curricular areas:

Mathematics and basic science courses such as physics and chemistry;

Engineering topics courses such as thermodynamics, materials science, and electrical circuits, which provide a bridge between basic math/science and engineering practice and engineering design courses in which a system, component, process or structure is devised to meet a specific need;

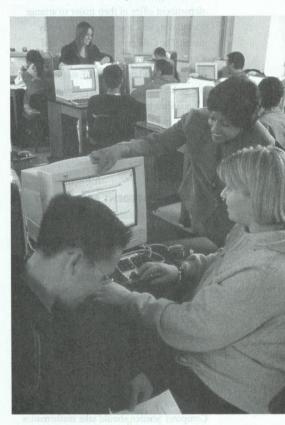
General education courses in the arts, humanities, and social sciences.

Each undergraduate program prepares students for entry into the engineering profession or for further study and specialization in graduate study.

COMPUTER SCIENCE

Computer Science deals with all phases of information including its representation, storage, structure, display and the processes by which it is transformed and used.

Computer science professionals create new systems such as an inventory control system for a large manufacturer, or a navigational system for a new space vehicle, or a decision support system for the management of a bank. These people use their work technical skills to convert specific needs



into specialized programs, procedures, and systems that will actually do the job.

Students who pursue the Bachelor of Science in Computer Science degree at Cal State Fullerton are prepared for careers in a variety of fields in business, government and industry. The curriculum, which is accredited by the Accreditation Board for Engineering and Technology, emphasizes fundamental concepts exemplified by various types of programming languages, computer architectures, operating systems and data structures.

The computer science program focuses on several curricular objectives that are designed to provide the student with the foundations of the discipline and the opportunity for specialization. The department faculty are highly versed in the discipline through education and work experience.

The Computer Science Building houses five large computer science laboratories with an extensive range of computers and related equipment for student use. The building provides ample space for a full range of state-of-the-art systems and equipment.

UNDERGRADUATE STUDENT

Undergraduate students should call the department office of their major to arrange for advising and approval of their study plans. The College of Engineering and Computer Science has a policy of mandatory advising. Each undergraduate student must see an advisor at least once per year.

Students interested in programs in the college, but without a declared major should contact either the Engineering Division Office or the Computer Science Department Office for advisement.

GRADUATE STUDENT ADVISEMENT

Graduate students should consult the graduate adviser in their major department before registering for the first semester. No more than nine units may be completed before an approved study plan is filed.

PROGRAM IN GENERAL EDUCATION

Because of high unit requirements for the Bachelor of Science degrees in Engineering, these programs have modified requirements for general education. Students should consult the department for requirements.

Majors in the College of Engineering and Computer Science should take mathematics and other courses in related fields early.

General education courses normally should be scheduled throughout the students program of study.

MESA ENGINEERING PROGRAM (MEP)

The MESA Engineering Program (MEP) is an academic support program designed to recruit, retain and graduate students. MESA serves educationally disadvantaged students, to the extent possible by law, and emphasizes participation by students from groups with low eligibility rates for four-year colleges.

MESA

The goal of the Mathematics, Engineering, Science Achievement (MESA) program is to create opportunities for educationally disadvantaged students, especially those from groups with low college acceptance rates, to prepare for and enter colleges and universities in majors such as engineering, computer science and other mathematics-based scientific fields.

STUDENT ORGANIZATIONS

There are 14 active student organizations in the college. These are student branches of American Society of Civil Engineers (ASCE), American Society of Mechanical Engineers (ASME), Association for Computing Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), Society of Mexican-American Engineers and Scientists (MAES), National Society of Black Engineers (NSBE), Society of Automotive Engineers (SAE), California Chi Chapter of Tau Beta Pi, Society for the Advancement of Materials and Process Engineering (SAMPE), Society of Women Engineers (SWE), Society of Hispanic Professional Engineers (SHPE), Instruments Society of America (ISA), International Society for Pharmaceutical Engineering (ISPE) and Society of Manufacturing Engineers (SME). These 14 societies form the college's Interclub Council.

34

WINDOWS ASSESSMEN

California Reading Centifican

Child and Adolescent Development

Child and Adolescent Development

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ACCRECIPATIONS

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Community Service offers quality regions

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Ommunity Service

Commission on Accreditation of Allied Health Education Programs services systems, changing environment of children/lamily systems, methods of negotiating collaboration at the policy level, providing integrated services at the chem/worker MASO and planning community thesis districted outcomes-based funding and evaluation. Fieldwork required.

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Derri Roberta E. Rikel College of Homan Peyglogisson and Community Service

See Teaching Credential Progress

section of this catalog.

35

COLLEGE OF Human Development and Community Service

DEAN

Roberta E. Rikli

ASSOCIATE DEANS

L.Y. (Mickey) Hollis Ellen Junn

ASSISTANT DEAN, STUDENT AFFAIRS

Nancee Buck

DEAN'S OFFICE

Education Classroom Building 324 (714) 278-3311

COLLEGE WEBSITE

http://hdcs.fullerton.edu

"Our college offers programs that focus on areas of broad human concern—the education of children and youth and the health, development, and well-being of people of all ages from infancy to older adult years. I welcome you to the College of Human Development and Community Service and the opportunity to learn the knowledge and skills needed to make a lasting contribution to the world in which we live."

Dean Roberta E. Rikli
College of Human Development
and Community Service



Through its teaching, scholarship, and service mission, the College of Human Development and Community Service provides students with an education that contributes to their intellectual, personal, and professional development. Emphasis is placed on both theory and practice, with special attention to the development of critical thinking and humanistic skills needed to function in a widely diverse and ever-changing society. Programs in the college lead to traditional academic degrees at the baccalaureate and graduate levels, as well as to a variety of specific certificates, credentials and licenses.

The College of Human Development and Community Service is organized into the following instructional units: the Division of Child, Family and Community Services, which is comprised of the departments of Child and Adolescent Studies, Counseling, Human Services; the School of Education, which includes the departments of Educational Leadership, Elementary and Bilingual Education, Reading, Secondary Education, Special Education, and the Instructional Design and Technology program; Division of Kinesiology and Health Promotion; and the Department of Nursing. The Military Science Program is also part of the College.

PROGRAMS OFFERED

California Reading Certificate

Child and Adolescent Development,

Bachelor of Science

Child and Adolescent Development, Minor

Counseling, Master of Science Education, Master of Science

Bilingual/Bicultural Education (Spanish-English)

Educational Technology

Elementary Curriculum and Instruction

Reading

Educational Administration

Secondary Education

Special Education

Teaching English to Speakers of Other Languages (For further information refer to the Department of Modern Languages and Literatures section of this catalog.)

Health Promotion, Minor

Health Science, Bachelor of Science

Human Services, Bachelor of Science

Human Services, Minor

Information Technology and Design,

Master of Science

Kinesiology, Minor

Kinesiology, Master of Science

Kinesiology, Bachelor of Science

Military Science, Minor

Second Lieutenant Commission, U.S. Army

Nursing, Bachelor of Science

Nursing, Master of Science

Nursing Administration

Nurse Anesthetist

Master of Public Health (pending approval)

Teaching Credentials

See Teaching Credential Programs section of this catalog.

ACCREDITATIONS

The College of Human Development and Community Service offers high quality programs that meet state and national accreditation standards. Major accrediting bodies for college programs include:

- California Commission of Teacher Credentialing
- Commission on Accreditation of Allied Health Education Programs
- Commission on Collegiate Nursing
 Education
- National Council for Accreditation of Teacher Education
- National League for Nursing Accreditation Commission

RESEARCH CENTERS AND INSTITUTES

In addition to its academic degree programs, the college also sponsors the following interdisciplinary centers and institutes. For additional information, see the Research Centers section of the catalogue.

- Center for Community Collaboration (co-sponsored with University Extended Education)
- Center for Excellence in Science and Mathematic (co-sponsored with College of National Science and Mathematics)
- Center for Successful Aging
- Sports and Movement Institute

STUDENT ORGANIZATIONS

There are 10 active student organizations in the college. Theses are student clubs for R.O.T.C. Military Science (Alpha Lambda Fraternity), Child & Adolescent Student Association (CASSA), Council of Educational Leadership Students, Graduate Counseling Student Association (GCSA), Human Services Student Association (HSSA), Kinesiology and Health Promotion Student Association, Student California Teachers Association (SCTA), Student Council for Exceptional Children, Blended Teacher Education Program Organization (BTEPO), and Sports Health Care Club (SHCC). These 10 student organizations form the college's Interclub Council.

COLLEGE OF HUMAN DEVELOPMENT AND COMMUNITY SERVICE COURSES

410 Theory and Methods of Service Integration (3)

Prerequisite: Child/Adolescent Studies 210 or Human Services 201 or consent of instructor. Interdisciplinary study of current services systems; changing environment of children/family systems; methods of negoitating collaboration at the policy level, providing integrated services at the client/worker level, and planning community-based services; outcomes-based funding and evaluation. Fieldwork required.



COLLEGE OF Humanities and Social Sciences

DEAN

Thomas Klammer

ASSOCIATE DEAN

Ray Young

ASSOCIATE DEAN, ACADEMIC PRO-GRAMS

Angela Della Volpe

ASSISTANT DEAN, STUDENT AFFAIRS

Michael Paul Wong

DEAN'S OFFICE

Humanities 211 (714) 278-3528

COLLEGE WEBSITE

http://hss.fullerton.edu

"Students new to the College of Humanities and Social Sciences are often surprised at how friendly and helpful our faculty are. Classes are "student friendly," and students discover many opportunities for involvement with their teachers in research, in service learning, and in producing student-faculty research journals. Our faculty make a really positive difference in students' lives."

Dean Thomas Klammer
COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES



The College of Humanities and Social Sciences (H&SS) offers students the breadth of a traditional liberal arts education in the humanities and social sciences while preparing them for a wide school and for advance professional study in fields such as law, public administration, clinical psychology, and business. In fact, the College is home to 25 different departments and programs, most offering both bachelor's and master's degrees. Our faculty and staff are student-centered and enjoy providing friendly, personal guidance and mentoring to our students. That's why the College of H&SS is the right place for so many Cal State Fullerton students.

Many of our students intend to become teachers, and each of our programs includes a track that prepares students for entry into the elementary school teaching credential program. For those seeking to become high school teachers, we offer programs leading to secondary credentials in English/Language Arts, Foreign Languages, and History/Social Science.

In the College of Humanities and Social Sciences, students know that "the name of your major does not have to be the same as the name of your career." In fact, for most college students, it rarely is. All majors in H&SS provide students with the broad education and core skills (reading, writing, critical thinking, working in teams, public speaking) that will be attractive to employers in whatever career or field a graduate may later choose.

Majors in Humanities and Social Sciences not only prepare students for the profession of their choice, but also help them to excel in coursework throughout their time at the University. If you're a student working on an assignment that involves complex analysis, critical thinking, or persuasive communication, your studies in one of the degree programs in Humanities and Social Sciences will provide you with what you need to succeed in your classes—in any field.

Of course, learning takes place outside of the formal structure of classes, as well. We give a high priority to involving students directly in faculty research and professional internships. And each of our departments includes one or more student clubs and organizations that promote life-long friendships, social activities, and service projects. The H&SS Interclub Council (ICC) provides additional leadership opportunities for students in the College, as well as promoting communication among more that 50 clubs and organizations run by and for Humanities and Social Sciences students.

Listed below are many majors, minors, and graduate degrees offered within the College of Humanities and Social Sciences. Academic advisement is provided by each of the College's departments and programs, as well as in our Student Access Center located in Humanities 112.

PROGRAMS OFFERED

Afro-Ethnic Studies (Option in B.A. Ethnic Studies)

Afro-Ethnic Studies, Minor

American Studies, Bachelor of Arts

American Studies, Master of Arts

American Studies, Minor

Anthropology, Bachelor of Arts

Anthropology, Master of Arts

Anthropology, Minor

Asian American Studies (Option in B.A. Ethnic Studies)

Asian American Studies (Minor)

Asian Studies, Minor

Chicano Studies (Option in B.A. Ethnic Studies)

Chicano Studies, Minor

Christian Studies, Minor

Comparative Literature, Bachelor of Arts

Comparative Literature, Master of Arts

Criminal Justice, Bachelor of Arts

Criminal Justice, Minor

English, Bachelor of Arts

English, Master of Arts

English, Minor

Environmental Studies, Master of Science

Environmental Sciences

Environmental Policy and Planning

Environmental Education and

Communication

Ethnic Studies, Bachelor of Arts

French, Bachelor of Arts

French, Master of Arts

French, Minor

Geography, Bachelor of Arts

Urban Geography

Environmental Analysis

Geography, Master of Arts

Geography, Minor

German, Bachelor of Arts

German, Master of Arts

German, Minor

Gerontology, Master of Science

Gerontology, Minor

Gerontology, Certificate

History, Bachelor of Arts

History, Master of Arts

History, Minor

International Politics, Minor

Japanese, Bachelor of Arts

Japanese, Minor

Jewish Studies, Minor

Latin American Studies, Bachelor of Arts

Latin American Studies, Minor

Liberal Studies, Bachelor of Arts

Linguistics, Bachelor of Arts

Linguistics, Master of Arts

Applied Linguistics

Anthropological Linguistics

Analysis of Special Language

Structures

Communication and Semantics

Disorders of Communication

Linguistics, Minor

Philosophy, Bachelor of Arts

Social, Moral and Legal Philosophy

for the Professions

Philosophy, Minor

Political Science, Bachelor of Arts

Political Science, Master of Arts

Political Science, Minor

Portuguese, Minor

Psychology, Bachelor of Arts

Psychology, Master of Arts

Psychology, Master of Science Clinical

Psychology, Minor

Public Administration, Bachelor of Arts

Public Administration (M.P.A.)

Criminal Justice

Human Resources

Public Finance

Urban Management

Public Administration, Minor

Religious Studies, Bachelor of Arts

Religious Studies, Minor

Russian and East European Area Studies, Bachelor of Arts Sociology, Bachelor of Arts

Deviance and Socio-Legal Studies

Education

Family

Gerontology

Social Work

Sociology of Class, Race and Gender

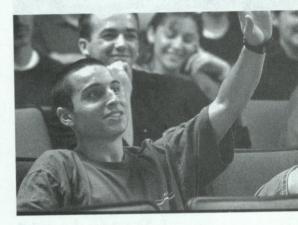
Sociology, Master of Arts

Sociology, Minor

Spanish, Bachelor of Arts

Spanish, Master of Arts

Spanish, Minor



Teachers of English as a Second Language (Certificate)

Teaching English to Speakers of Other Languages-TESOL (Concentration in M.S. Education)

Women's Studies, Bachelor of Arts

Women's Studies, Minor

HUMANITIES COURSE

350 British Life and Culture (3)

Interdisciplinary introduction to British culture and civilization. Takes a social, historical and cultural approach to contemporary British society. Examines traditions and institutions to help understand 20th Century British life. Related field trips. Team-taught. Offered only as part of the CSUF London semester.

Natural Sciences and Mathematics

PROGRAMS OFFERED

DEAN

Kolf O. Jayaweera

ASSOCIATE DEAN

David Fromson

ASSISTANT DEAN, STUDENT AFFAIRS

Rochelle Woods

DEAN'S OFFICE

McCarthy Hall 166 (714) 278-2638

COLLEGE WEBSITE

http://nsm.fullerton.edu

educational experience to all students through student-centered, inquiry-based instruction in the classroom and the laboratory.

We view research experience for students as an essential and necessary component in the

learning of science."

Dean Kolf O. Jayaweera
College of Natural Sciences
AND MATHEMATICS



The curricula of the College of Natural Sciences and Mathematics are designed to prepare students for careers in scientific, mathematical, and other technical fields; for further study and specialization in advanced graduate work; and for entry into professional schools of medicine and other health-related disciplines. The faculty of the college is actively involved not only in instruction and scholarship but also in the advisement of students in the college on topics relating to the planning of career and program goals. Cooperative education internship programs are available in each of the College's Departments.

The College sponsors a variety of professional and educational programs at which students and faculty have an opportunity to meet with their counterparts.

PROGRAMS OFFERED

Biological Science, Bachelor of Science Biology, Master of Science Biochemistry, Bachelor of Science Biotechnology, Minor Chemistry, Bachelor of Arts Chemistry, Bachelor of Science Chemistry, Minor Chemistry, Master of Science Geology, Bachelor of Science Geology, Minor Geology, Master of Science Mathematics, Bachelor of Arts Mathematics, Minor Mathematics for Teacher Education, Minor Mathematics, Master of Arts Natural Sciences, Minor

Recommended Preparation

Science, M.A.T.S.

Physics, Minor

Physics, Bachelor of Science

Physics, Master of Science

For a career in mathematics or science, a sound foundation is essential. High school preparation should include:

At least three, preferably four, years of mathematics

Chemistry and/or physics, preferably both Two or three years of foreign language.

Community college preparation should include at the minimum:

College writing

Calculus

College chemistry

First course in the major.

Qualifying Examinations

Enrollment in introductory courses is restricted to those who are adequately prepared, as shown by performance on qualifying examinations. In addition, the Entry Level Mathematics (ELM) examination is required of all students unless exempt.

UNDERGRADUATE STUDENT ADVISEMENT

Undergraduate students should call the department office of their major to arrange for advising and approval of their study plan. University policy requires students to see an adviser each of their first two semesters and every year thereafter. Most departments prefer to advise their majors more frequently.

Students interested in programs in the College, but without a declared major should call the Office of the Dean for advisement.

ADVISEMENT FOR HEALTH PROFESSIONS

It is important for any student interested in a career in the health professions to seek advisement at the Health Professions Office prior to registering for the first semester.

GRADUATE STUDENT ADVISEMENT

Graduate students should consult the graduate adviser in their major department before registering for the first semester. No more than nine units may be completed before an approved study plan is filed.

SCHOLARSHIPS AND AWARDS

General

Diefenderfer Award: made annually to an outstanding woman or minority student.

College of Natural Sciences and Mathematics' Scholarship for Scholastic Achievement

Jewel Plummer Cobb Scholarship for Scholastic Achievement: awarded to an outstanding, under-represented science major.

Health Professions

Miles McCarthy Health Professions Award: annual award to the outstanding graduate from the program for the health professions.

Kenneth Goodhue-McWilliams Award: for outstanding contributions to community service by a health professions student.

Chemistry and Biochemistry

American Chemical Society Award: recognizes a graduating senior Chemistry-Biochemistry major for exemplary academic achievement.

American Institute of Chemists Award: made to a graduating senior who has demonstrated outstanding scholarship and undergraduate research. The Lyle Wallace Award: for service to the Department of Chemistry and Biochemistry.

The Hypercube Scholar Award recognizes a graduating senior for accomplishments in molecular modeling/computational chemistry.

Other awards made by the Department of Chemistry and Biochemistry are the Freshman Chemistry Award, and the Undergraduate Awards for Achievement in Organic Chemistry and in Analytical Chemistry.



Biology

Rachel Carson Award: a commemoration of the ideals of Rachel Carson.

Friends of the Arboretum, David L.

Walkington Scholarship: for an outstanding biology student who has chosen

Botany for a career.

Dr. and Mrs. Donald B. Bright Environmental Scholarship: for students interested in careers in Environmental Biology.

Geology

Department of Geological Sciences: for outstanding graduating senior students for service and scholarship.

Margaret Skillman Woyski Scholarship: for a woman Geology major for outstanding academic achievement and teaching.

Mathematics and forever spalled shall saft

Department of Mathematics recognizes excellent academic achievement by both undergraduate and graduate students in a number of awards, including the Outstanding Teaching Award, the Outstanding Math Scholar, The Math Club Scholarship and the Lila B. Hromadka Award.

Physics do an yazamadooid bas yazamad) lo

The Dan Black Schoolarship provides support to a junior Physics major based on need and promise, and is renewable for the senior year.

The Department of Physics honors the memory of Edward Lee Cooperman, and a scholarship in his name goes to an outstanding student. The Constance Beech Eiker-Raymond V. Adams Creativity Award is given to a student who developed an outstanding set of instructional laboratory experiments. The Dr. Robert W. Kedzie Award recognizes the most improved Physics major.

FUNDED RESEARCH OPPORTUNITIES

MARC (Minority Access to Research Careers)

This NIH-supported program develops six exceptional scholars and prepares them for success in PhD programs.

MSD (Minority Student Development) Program

This NIH-funded program supports the research of 25 undergraduate and graduate students who work in labs of 14 faculty.

REU (Research Experience for Undergraduates) Program

Provides students interested in research, who might not otherwise have the opportunity because of economic constraints, to carry out the research during the summer months.

MIRT (Minority International Research Training) Program

NIH-sponsored program that provides minority students with the opportunity to carry out research during the summer at laboratories in England.

Bridges-to-the-Doctorate Program

NIH-funded program facilitates admission of our masters-level minority research students to PhD programs at UC Riverside, UC San Diego, USC and UCI.

Individual Faculty Research Projects

RECOMMENDED PROGRAM IN GENERAL EDUCATION

Majors in the College of Natural Sciences and Mathematics should take mathematics and other courses in related fields early in their academic careers. General education courses normally should be scheduled throughout the study sequence.

Because of high unit requirements for the Bachelor of Science in Chemistry, this program has modified requirements for general education. Students should consult the department for particulars.

Academic Departments and Programs

DEPARTMENT CHAIR

Betty Chavis

DEPARTMENT OFFICE

Langsdorf Hall 630

DEPARTMENT WEBSITE

http://business.fullerton.edu/accounting/

PROGRAMS OFFERED

Bachelor of Arts in Business
Administration
Concentration in Accounting
Master of Science in Accountancy
Master of Science in Taxation
Master of Business Administration
Concentration in Accounting

FACULTY

Betty Chavis, Don Cram, Mary Fleming, Paul Foote, Clyde Hardman, Mahamood Hassan, A. Jay Hirsch, Gerald Hoth,Vijay Karan, K. J. Kim, Andrew Luzi, Vivek Mande, Robert McCabe, Robert Miller, Christopher Petruzzi, Shirish Seth, Mohsen Sharifi, Ephraim Smith, Randy Swad, Iris Stuart, Kim Tarantino.

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, the Accounting Department Chair provides advising on curriculum content and career opportunities in Accounting, the CPA Examination, and Taxation.

MISSION STATEMENT

The Department of Accounting is a separately accredited entity within the College of Business and Economics at California State University, Fullerton.

Our mission is to provide a high-quality accounting education relevant to a diverse group of undergraduate and graduate students, to advance accounting education and knowledge through research, and to promote valuable associations with business and professional communities.

DEPARTMENT OBJECTIVES

Undergraduate Education

To provide a competency-based education in accounting that qualifies accounting majors for entry-level accounting positions in private industry, government, public accounting or not-for-profit organizations. The undergraduate education also will provide a foundation for advancement through professional certification and success in graduate studies.

Graduate Education

To provide advanced professional education that strengthens the skills of graduate students in both general and technical competencies and enhances the student's ability to enter or continue in leadership roles and develop increased professional responsibilities in private industry, government, public accounting or not-for-profit organizations.

Educational Support

To serve the educational needs of the College of Business and Economics as well as other colleges and departments of the University by teaching various accounting subjects as may be required or requested within the resource constraints of the Department.

Enhanced Intellectual Capital

To enhance the intellectual capacity of its faculty by encouraging and supporting fundamental and applied research as well as faculty development activities. This includes support of active participation and leadership in local, regional and national academic and professional accounting organizations.

Community Outreach

To support student and alumni activities and encourage outreach activities that address accounting needs of the local, regional and global communities. This includes developing strong ongoing relationships with local and regional employers and supporters of an enhanced academic environment.

International Learning Opportunities in Accounting

The Department of Accounting includes an integrated international perspective in all its introductory courses at both the undergraduate and graduate levels. In addition, a graduate class in international accounting is offered for all interested students.

Ethics

The Department recognizes that numerous ethical decisions must be made in today's business environment. Therefore, all accounting classes use cases and problems to help students develop an ability to evaluate ethical situations.

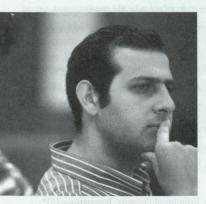
INTRODUCTION

Accounting is often referred to as "the language of business." Very generally, the accounting process is concerned with recording, classifying, reporting and interpreting the economic data of an organization. These data are important to users, who may include managers, investors and other interested groups. Accounting helps in decision-making processes by showing how money has been spent and where commitments have been made, by judging performance and by showing the implications of following different courses of action. Reliable information in a dynamic business environment is necessary for sound decisions concerning the allocation of scarce resources. Thus accounting plays a very significant part in our social and economic systems.

Programs in accounting are designed for students who are interested in careers in public accounting, industry, government, or service organizations, and for students who intend to work for advanced degrees in accounting in preparation for teaching and research.

Credential Information

The Department of Accounting offers courses which may be included in the Single Subject Waiver Program in Business. Further information on the requirements for teaching credentials is contained in the Teacher Credential Programs section of this catalog.



Awards in Accounting
Accounting Advisory
Association Awards:
GPA Award
Communications Award
Community Service Award
Outstanding Student
Award
Beta Alpha Psi Award

Accounting Society Award

Other Awards

AICPA Minority Students Scholarship
American Society of
Women Accountants, Orange County Chapter
Amy Vanasse Memorial Award
Awards from various CPA review firms
Construction Financial Management Association Award
California Society of CPAs
Cynthia A. Brown Memorial Scholarship
Financial Executive Award
Institute of Internal Auditors Award
Institute of Management Accountants Award
Tax Executives Institute, Inc. Award

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration Degrees, Accounting Concentration."

MASTER OF SCIENCE IN ACCOUNTANCY

The Master of Science in Accountancy program provides the conceptual understanding and technical competence for a career in

professional accounting. Employment opportunities include public accounting, industrial accounting and government. The program encompasses both a theoretical foundation and technical skills. Emphasis is placed on the development of a professional attitude and the capacity to deal with accounting policy and ethics issues. Graduates should be prepared for entry-level positions, and for potential advancement in the profession.

The M.S. in Accountancy program is scheduled especially for students who are employed full-time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester.

The curriculum is designed for students with an undergraduate degree in business administration with a concentration in accounting. In addition to six units of required accounting courses, there are 12 units of accounting electives and nine units outside accounting, and a terminal research-project course. Students not holding an undergraduate degree in accounting or business may apply; qualified candidates will be admitted to postbaccalaureate-unclassified standing or conditionally classified standing as explained in the Admissions section below.

Cal State Fullerton has the only accounting program in Orange County accredited by the Association to Advance Collegiate Schools of Business at both the undergraduate and graduate level. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system and computing facilities. The qualifications of the M.S. in Accountancy faculty include advanced degrees in accounting, taxation and law; practical experience; and professional standing as CPAs, CMAs, and attorneys.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Taxation, M.S. in Information Systems, or M.A. in Economics programs.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission

Students meeting the following requirements will be admitted to postbaccalaureate-unclassified standing.

- Acceptable bachelor's degree from an institution accredited by a regional accrediting association, or equivalent.
- 2. Grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.

Note: Postbaccalaureate-unclassified students may enroll in undergraduate courses (100 through 400 level), but generally are ineligible for graduate business courses (500 level). Such students may wish to take undergraduate courses which are necessary to meet the requirements for classified standing (see below). Upon completing the requirements, the student may file an "Application for Postbaccalaureate/ Graduate Change of Academic Objective" requesting admission to the M.S. in Accountancy program. Admission to the university as a postbaccalaureate-unclassified student does not constitute admission to the

M.S. in Accountancy program, does not confer priority, nor does it guarantee future admission. Students planning to apply for admission to the M.S. in Accountancy program should confer with the graduate adviser in the College of Business and Economics.

Students meeting the following departmental requirements may be admitted to the M.S. in Accountancy program with conditional classified standing:

- 3. Combination of GPA and score on the Graduate Management Admission Test (GMAT) sufficient to yield a score of at least 1000 according to one of the following formulas. Due to limited facilities and resources in the College of Business and Economics, a higher score may be required of all applicants.
 - A. If overall undergraduate GPA is at least 2.7 and GMAT is at least 450, then score = (GPA x 200) + GMAT.
 - B. If overall undergraduate GPA is below 2.7 or GMAT is below 450, then score = (GPA x 200) + GMAT 50.
- 4. A score in the top 50 percent on the verbal, analytical and quantitative areas of the GMAT. Students who do not reach this level are required to complete a department approved course(s).
- 5. For international students a TOEFL score of 570. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department approved course(s).

Conditionally classified students may take a limited number of graduate courses (500 level) subject to the approval of the graduate adviser of the College of Business and Economics. Students may take whatever courses are necessary to fulfill requirement 6 (below) while enrolled as conditionally classified students. In addition, a maximum of 9 units (three courses) from the M.S. in Accountancy curriculum may be taken while in conditionally classified standing.

Students meeting the following additional requirements will be advanced to classified standing. Such students are eligible to take graduate courses for which they qualify.

6. A bachelor's degree with a major in business administration and a concentration in accounting which meets the requirements stated in this catalog for such degrees. The degree must include calculus and computer information systems equivalent to passing Mathematics 135, Business Calculus (3 units) and Info Sys/Decision Sciences 265 Introduction to Computing and Application Software (3) with grades of at least C. Courses in the major are to be no more than seven years old, and courses in the accounting concentration no more than five years old. Courses in the major (including the accounting concentration) must have at least a 3.0 (B) GPA; courses with grades lower than C must be repeated with at least a C grade. Any deficiencies must be made up by taking additional course work. Applicants with a bachelor's degree in a field other than Business Administration may meet this requirement by completing the courses in calculus and computer information systems (above) with grades of at least C, courses in the accounting concentration, and also the Foundation Courses within the curriculum of the Master of Business Administration (27 units, including Accounting 510; Business Admin 590; Economics 515; Finance 517; Management 515, 516, 518; Information Systems/Decision Sciences 513, and

Marketing 519). Both the accounting concentration courses and the MBA Foundation Courses must have at least a 3.0 (B) GPA; accounting concentration courses and Foundation Courses with grades lower than C must be repeated with at least a C grade.

7. Approval of study plan.

M.S. ACCOUNTANCY CURRICULUM

The curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 24 of the 30 units required for the degree must be at the graduate level. A 3.0 GPA (B) is required in study plan courses and overall applicable course work. Any study plan course with a grade lower than C must be repeated with at least a C grade.

Required Courses (6 units)

Accounting 502 Seminar in Accounting Theory (3)

Accounting 505 Seminar in Auditing (3)

OR Accounting 521 Seminar in Administrative Accounting (3)

Electives in Accounting (12 units)

Four courses (12 units) to be selected in consultation with and approved by the student's program adviser. At least one course but not more than two must be tax-related (denoted by an asterisk in the list below) for a maximum of six units in tax-related courses.

Accounting 503 Seminar in Contemporary Accounting Problems (3)

Accounting 505 Seminar in Auditing (3)

Accounting 506 Seminar in Professional Accounting Communications (3)

Accounting 507 Seminar in Accounting Information Systems (3)

Accounting 508 Seminar in Tax Planning (3)*

Accounting 518 Seminar in International Accounting (3)

Accounting 521 Seminar in Administrative Accounting (3)

Accounting 572 Seminar in Taxation of Corporations and Shareholders (3)*

Accounting 573 Seminar in Taxation of Property Transactions (3)*

Accounting 574 Seminar in Taxation of International Business
Operations (3)*

Accounting 575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)*

Accounting 576 Seminar in State and Local Taxation (3)*

Accounting 577 Seminar in Taxation of Employee Compensation (3)*

Accounting 578 Seminar in Taxation of Partnerships (3)*

Other Electives (9)

Three courses (9 units) at the 400- or 500-level in business or related areas, to be selected in consultation with, and approved by the student's adviser. Accounting courses may not be used to satisfy this requirement.

Terminal Evaluation

Accounting 597 Project (3)

^{*}Tax Course

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration Degrees, Accounting Concentration."

MASTER OF SCIENCE IN TAXATION

The Master of Science in Taxation program provides the conceptual understanding and technical competence for a career in taxation.

Employment opportunities include the tax departments of CPA and law firms, as well as corporations and government tax agencies. For those already employed in this field, the M.S. in Taxation program should meet the continuing education requirements of professional associations and licensing boards.

The M.S. in Taxation program is scheduled especially for students who are employed full-time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester.

The curriculum is designed for students with an undergraduate degree in business administration or accounting. In addition to six required courses in the field of taxation, there are three electives and a terminal, research-project course. Students not holding an undergraduate degree in accounting or business may apply; qualified candidates will be admitted to post-baccalaureate-unclassified standing or conditionally classified standing as explained in the Admissions section, below.

Cal State Fullerton is the only university in Orange County accredited by the Association to Advance Collegiate Schools of Business at both the undergraduate and graduate level. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system and computing facilities. The qualifications of the M.S. in Taxation faculty include advanced degrees in taxation, accounting, and law; practical tax experience; and professional standing as CPAs and attorneys.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Taxation, M.S. in Information Systems, or M.A. in Economics programs.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission

Students meeting the following requirements will be admitted to post-baccalaureate-unclassified standing:

- Acceptable bachelor's degree from an institution accredited by a regional accrediting association, or equivalent.
- Grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at the last college attended.

Note: Postbaccalaureate unclassified students may enroll in undergraduate courses (100 through 400 level) but are generally ineligible for graduate business courses (500 level). Such students may wish to take undergraduate courses which are necessary to meet the requirements for classified standing (see below). Upon completing the requirements, the student may file an "Application for Postbaccalaureate/Graduate Change of Academic Objective" requesting admission to the M.S. in Taxation program. Admission to the university as a postbaccalaureate-unclassified

student does not constitute admission to the M.S. in Taxation program, does not confer priority, nor does it guarantee future admission.

Students planning to apply for admission to the M.S. in Taxation program should confer with the graduate adviser in the College of Business and Economics.

Students meeting the following departmental requirements will be admitted to the M.S. in Taxation program with conditionally classified standing:

- 3. Combination of GPA and score on the Graduate Management Admission Test (GMAT) sufficient to yield a score of at least 1000 according to one of the following formulas. Due to limited facilities and resources in the College of Business and Economics, a higher score may be required of all applicants.
 - A. If overall undergraduate GPA is at least 2.7 and GMAT is at least 450, then score = (GPA x 200) + GMAT.
 - B. If overall undergraduate GPA is below 2.7 or GMAT is below 450, then score = (GPA x 200) + GMAT 50.
- 4. A score in the top 50 percent on the verbal, analytical and quantitative areas of the GMAT. Students who do not reach this level are required to complete a department-approved course(s).
- 5. For international students a TOEFL score of 570. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department-approved course(s).

Conditionally classified students may take a limited number of graduate courses (500 level) subject to the approval of the graduate adviser of the College of Business and Economics. Students may take whatever courses are necessary to fulfill requirement 6 (below) while enrolled as conditionally classified students. In addition, a maximum of 9 units (three courses) from the M.S. in Taxation curriculum may be taken while in conditionally classified standing.

Students meeting the following additional requirements will be advanced to classified standing. Such students are eligible to take graduate courses for which they qualify.

- 6. A bachelor's degree with a major in business administration which meets the requirements stated in this catalog for such degrees, and Accounting 308, Concepts of Federal Income Tax Accounting (or an equivalent course or work experience). The degree must include calculus and computer information systems equivalent to passing Mathematics 135, Business Calculus (3 units) and Info Sys/Decision Sciences 265 Introduction to Computing and Application Software (3 units) with grades of at least C. Courses in the major are to be no more than seven years old and must have at least a 3.0 (B) GPA; courses with grades lower than C must be repeated with at least a C grade. Applicants with a bachelor's degree in a field other than Business Administration may meet this requirement by completing the courses in calculus and computer information systems (above) with grades of at least C, Accounting 308 with a grade of at least C, and also the following foundation courses within the curriculum of the Master of Business Administration (12 units, including Accounting 510; Economics 515; Finance 517; Management 515. The MBA Foundation Courses must have at least a 3.0 (B) GPA: Foundation Courses with grades lower than C must be repeated with at least a C grade.
- 7. Approval of study plan.

M.S. TAXATION CURRICULUM

The curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 21 of the 30 units required for the degree must be at the graduate level. A 3.0 GPA (B) is required in study plan courses and over-all applicable course work. Any study plan course with a grade lower than C must be repeated with at least a? C grade.

Required Tax Course

Accounting 470 Tax Research, Practice and Procedures (3)

Electives in Taxation and Related Fields

Five courses (15 units) to be selected in consultation with, and approved by the student's program adviser.

Available courses include but are not limited to:

Accounting 408 Problems in Taxation (3)

Accounting 508 Seminar in Tax Planning (3)

Accounting 572 Seminar in Taxation of Corporations and Shareholders (3)

Accounting 573 Seminar in Taxation of Property Transactions (3)

Accounting 574 Seminar in Taxation of International Business 17

Accounting 575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)

Accounting 576 Seminar in State and Local Taxation (3)

Accounting 577 Seminar in Taxation of Employee Compensation (3)

Accounting 578 Seminar in Taxation of Partnerships (3)

Other Electives

Courses are to be selected in consultation with, and approved by, the student's adviser.

One course (3 units) in either economics or political science and two courses (6 units) in either business or non-business fields.

Note: recommended courses in economics and political science include Poli Sci 421, 519, 528.

Terminal Evaluation

Accounting 597 Project (3)

ACCOUNTING COURSES

Courses are designated as ACCT in the class schedule.

201A Financial Accounting (3)

Accounting concepts and techniques essential to the administration of a business enterprise: analyzing and recording financial transactions; accounting valuation and allocation practices; preparation, analysis and interpretation of financial statements; international accounting issues. (Not open to freshmen)

201B Managerial Accounting (3)

Prerequisite: Accounting 201A. Introduction to managerial accounting; product costing; budgetary control and responsibility accounting; analysis and techniques for aiding management planning and control decisions; basic income tax concepts for planning business transactions. (Not open to freshmen)

301A Intermediate Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least *C* in each course. Corequisite: Business Admin 301. Accounting theory; preparation of income statements, balance sheets and statements of changes in financial position; present value and amount concepts; assets, liabilities and stockholders equity; price-level accounting; pensions; leases; earnings per share; financial statement analysis; accounting changes and error analysis.

301B Intermediate Accounting (3)

Prerequisites: A grade of C or better in Accounting 301A and Business Admin 301. Accounting theory; preparation of income statements, balance sheets and statements of changes in financial position; present value and amount concepts; assets, liabilities and stockholders equity; price-level accounting; pensions; leases; earnings per share; financial statement analysis; accounting changes and error analysis.

302 Cost Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least *C* in each course, or a grade of *C* or better in 301A. Co-requisite: Business Admin 301. Accounting information for management of manufacturing enterprises; cost records; cost behavior and allocation; product costing and inventory valuation; flexible budgeting; standard costs; responsibility accounting; cost planning and control; and operating decision analysis.

307 Accounting Information Systems (Formerly 407) (3)

Prerequisites: Accounting 201B and completion of all lower-division business administration core courses with a grade of C or better in each course. Co-requisite: Business Admin 301. The organization and implementation of computer-bases for the collection, organization, and presentation of accounting information with an emphasis on enterprise resource planning systems.

308 Concepts of Federal Income Tax Accounting (3)

Prerequisites: Accounting 201B, and completion of all lower-division business administration core courses with grades of at least C in each course, or a grade of C or better in 301A. Co-requisite: Business Admin 301. Provisions, legislative history and implications of the federal income tax.

358 Principles of Taxation (3)

Prerequisite: Accounting 201A or instructor permission. The federal tax system, federal income taxation relating to federal tax system, federal income taxation relating to individuals, corporations, partnerships, and fiduciaries. Federal estate and gift taxes. Not open to accounting majors.

401 Advanced Accounting (3)

Prerequisites: Accounting 301B with a grade of C or better, Business Admin 301. Business combinations; meaning, usefulness and methodology of consolidated financial statements; investments in non-subsidiary affiliates and corporate joint ventures; consolidated financial statements for overseas units of U.S.-based multinational companies; translations of foreign currencies.

402 Auditing (3)

Prerequisites: Accounting 301B and 302 with grades of *C* or better and Business Admin 301. The auditing standards and procedures used by financial and operational auditors. Management information and computer systems, internal control, audit evidence, professional responsibilities and legal liabilities, standards of reporting financial information.

403 Accounting for Governmental & Nonprofit Entities (3)

Prerequisites: Accounting 301B with grade of C or better and business Admin 301. Fund accounting as applied to governmental and nonprofit entities; state and federal governments, municipalities, hospitals and universities. Budgets, tax levies, revenues and appropriations, expenditures and encumbrances, various types of funds, and accounting statements.

408 Problems in Taxation (3)

Prerequisites: Accounting 308 with a grade of C or better and Business Admin 301. Federal income tax as it applies to corporations, partnerships, fiduciaries, and federal estate and gift taxes as they apply to taxable transfers.

420 Advanced Cost Accounting (3)

Prerequisite: Accounting 302. This course covers advanced topics in accounting: strategic profitability analysis; cost allocation and resources; quality and Just-In Time Inventory; and investment decisions and management control.

460 Seminar in Financial Statement Analysis (3)

Prerequisites: Accounting 301B, Business Admin 301, Info Sys/Desc Sci 361B, or consent of instructor. Analysis of demand and supply forces underlying the provision of financial statements; distributional, cross-sectional and time series properties of financial statement numbers; financial decision-making processes and the uses of financial statement information for decision making.

463 Financial Controls for Entrepreneurs (3)

Prerequisites: Accounting 201B and Finance 320. Accounting system design for new ventures, including budgeting, purchasing, collections, payroll taxes, safeguards against error and embezzlement financial reports, cash management, and banking relationships.

Casework, research and fieldwork with selected local businesses.

470 Tax Research, Practice and Procedures (3)

Prerequisites: Accounting 308 with a grade of C or better and Business Admin 301. The methodology of tax research including case studies; the management of a tax practice; administration procedures governing tax controversies; rights and obligations of taxpayers and tax practitioners.

495 Internship (1-3)

Prerequisites: Accounting 301B (may be taken concurrently), Accounting 302, Business Admin 301, a concentration in accounting, consent of the department internship adviser, and at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: Business Admin 301, senior standing and approval of department chair. Open to qualified undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

502 Seminar in Accounting Theory (3)

Prerequisites: Accounting 301B, classified CBE status. The effects of professional, governmental, business, and social forces on the evolution of accounting theory.

503 Seminar in Contemporary Accounting Problems (3)

Prerequisite: classified M.S. in Accounting status. Current issues in financial reporting including pronouncements by the Financial Accounting Standards Board and the Securities and Exchange Commission. Coverage of topics will change as new issues in accounting emerge.

505 Seminar in Auditing (3)

Prerequisites: Accounting 402 and classified CBE status. Auditing theory and practices; professional ethics; auditing standards; Securities and Exchange Commission and stock exchange regulations; auditor's legal liability; statement trends and techniques.

506 Seminar in Professional Accounting Communications (3)

Prerequisite: classified M.S. in Accounting status. Compilation and composition of accounting reports and client presentations relating to accountants' working papers, client engagement letters, management advisory reports and prospectuses.

507 Seminar in Accounting Information Systems (3)

Prerequisite: Accounting 307 or equivalent. Case studies of computer based accounting systems used by organizations such as universities, banks, industrial corporations and CPA firms. Emphasis on accounting information, reports and internal controls.

508 Seminar in Tax Planning (3)

Prerequisites: Accounting 308 and classified CBE status. Substantive provisions of federal law; tax planning from a corporate viewpoint; case studies of the effect of federal tax law on business decisions.

510 Financial Accounting (3)

Prerequisite: classified CBE status. Accumulation, organization, and interpretation of financial and quantitative data relevant to the activities of corporate business enterprise.

511 Seminar in Managerial Accounting (3)

Prerequisites: Accounting 201B or 510, and classified CBE status. Accounting information for management decisions; elements of manufacturing, distribution and service costs; cost systems; standard costs; cost reports; cost analysis.

518 Seminar in International Accounting (3)

Prerequisites: Accounting 201B or 511 and classified CBE status.

Comparative analysis of accounting principles and practices outside the United States; international financial accounting standards; current problems of international financial reporting, accounting planning and control for international operations; multinational companies.

521 Seminar in Administrative Accounting (3)

Prerequisites: Accounting 302 or 511 and classified CBE status. Integrative aspects of accounting, financial, and quantitative data for managerial decision-making; long-term, short-term profit planning; budgetary control; cost analysis; financial analysis and planning; taxation; and transfer pricing.

572 Seminar in Taxation of Corporations and Shareholders (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to corporations; organizing, distributions, liquidations and reorganizations.

573 Seminar in Taxation of Property Transactions (3)

Prerequisites: Accounting 308 and classified CBE status, or consent of instructor. Federal taxation relating to sales, exchanges and other transfers.

574 Seminar in Taxation of International Business Operations (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to U.S. citizens and corporations with foreign source income and of foreign persons with U.S. source income; planning for foreign operations.

575 Seminar in Estate, Gift, Inheritance Taxes and Estate Planning (3)

Prerequisites: Accounting 308 and classified CBE status. Federal and California death taxes and the planning of personal estates.

576 Seminar in State and Local Taxation (3)

Prerequisites: Accounting 308 and classified CBE status. Application of interstate income allocations; multi-state tax compact; separate apportionment accounting; foreign country sourced income. Also, California taxes as applied to businesses and individuals.

577 Seminar in Taxation of Employee Compensation (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to employee compensation including pensions and profit sharing, stock options, ESOPs, IRAs, Keoghs, maximum tax 5-year averaging, death benefits, group term life, etc.

578 Seminar in Taxation of Partnerships (3)

Prerequisites: Accounting 308 and classified CBE status. Federal taxation relating to partnerships, estates, trusts and other special entities.

597 Project (3)

Prerequisite: classified CBE status. Directed independent inquiry.

Not open to students on academic probation.

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, approval of Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.

Afro-Ethnic Studies

College of Humanities and Social Sciences

INTRODUCTION

Afro-Ethnic Studies is a multidisciplinary approach to understanding the black experience as it relates to life in America as part of a world community. In addition to degree programs in Afro-Ethnic Studies, the department provides course work in Ethnic Studies in general (e.g. Intercultural Socialization) and other specific ethnic groups (e.g. American Indian). The B.A. in Ethnic Studies (Afro-Ethnic Studies) requires a minimum of 120 units, which includes courses for the option, General Education, all University requirements, and free electives. The option consists of 30 units: 101 or 107, 190 and a minimum of 24 units in upper-division courses. Students majoring in the Afro-Ethnic Studies program acquire a special preparation in and sensitivity to life in America as a part of a world community. The program is multi-disciplinary in nature in that all aspects of Afro-Ethnic Studies affect and are affected by other programs.

Graduates from the Afro-Ethnic Studies program go into careers in teaching, community development, community leadership, social work, urban research, law, civil service, industrial relations and a variety of comparable fields. Many have gone into graduate work in this field and some have entered more traditional disciplines where a general knowledge of social sciences and humanities is a prerequisite.

INTERNATIONAL LEARNING OPPORTUNITIES IN AFRO-ETHNIC STUDIES

The major in Afro-Ethnic Studies includes courses that examine non-African issues. Some of these courses are Introduction to Ethnic Studies, Intracultural Socialization Patterns, and History of Racism. Additionally, students are encouraged to participate in the California State University International Program (CSUIP); for example, in the Zimbabwe Program, students study in a majority black environment. Most course credits from the Study Abroad Program (CSUIP) are accepted for the major and enhance the college experience.

BACHELOR OF ARTS IN ETHNIC STUDIES (OPTION IN AFRO-ETHNIC STUDIES)

Lower-Division Courses (6 units required)

Afro 101 Introduction to Ethnic Studies (3)

OR Afro 107 Introduction to Afro-American Studies (3)

Afro 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Upper-Division Courses (24 units minimum)

Core Courses (15 units required)

(To be selected from the following courses)

Afro 304 The Black Family (3)

Afro 311 Intracultural Socialization Patterns (3)

Afro 317 Black Politics (3)

Afro 320 Black Political Thought (3)

Afro 322 Psychology of the Afro-American (3)

Afro 335 History of Racism (3)

Afro 346 African Experience (3)

Afro 381 African Literature (3)

Afro 424 Afro-American Literature (3)

DEPARTMENT CHAIR

Wacira Gethaiga

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/afro

PROGRAMS OFFERED

Bachelor of Arts in Ethnic Studies

Option in Afro-Ethnic Studies

Minor in Afro-Ethnic Studies

FACULTY

Stan Breckenridge, Wacira Gethaiga, Carl Jackson, J. Owens Smith, Julie Stokes

ADVISER

All programs: Wacira Gethaiga

Upper-Division Electives (9 units minimum)

Afro 301 Afro-American Culture (3)

Afro 310 Black Women in America (3)

Afro 312 American Indian Women (3)

Afro 314 Pan-African Dance & Movement (3)

Afro 321 Minority Community Development Planning (3)

Afro 325 African-American Religions and Spirituality (3)

Afro 337 American Indian Religions and Philosophy (3)

Afro 356 Afro-American Music Appreciation (3)

Afro 385 Schools and Minority Groups (3)

Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3)

Afro 463 Seminar in Black Music (3)

Afro 499 Independent Study (1-3)

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing (3)

MINOR IN AFRO-ETHNIC STUDIES

Students interested in the Afro-Ethnic Studies minor are required to take a minimum of 21 units. This includes six units of lower-division courses and fifteen units of upper-division courses.

Lower-Division Courses (6 units)

Afro 101 Introduction to Ethnic Studies (3)

OR Afro 107 Introduction to Afro-American Studies (3)

Afro 190 Survey of American History with Emphasis on Ethnic
Minorities (3)

Upper-Division Courses (15 units)

Afro 301 Afro-American Culture (3)

Afro 304 The Black Family (3)

Afro 310 Black Women in America (3)

Afro 311 Intracultural Socialization Patterns (3)

Afro 312 American Indian Women (3)

Afro 314 Pan-African Dance and Movement (3)

Afro 317 Black Politics (3)

Afro 320 Black Political Thought (3)

Afro 321 Minority Community Development Planning (3)

Afro 322 Psychology of the Afro-American (3)

Afro 325 African-American Religion and Spirituality (3)

Afro 335 History of Racism (3)

Afro 346 The African Experience (3)

Afro 381 African Literature (3)

Afro 385 Schools and Minority Groups (3)

Afro 424 Afro-American Literature (3)

Afro 430 A Social Psychological Study in Ethnic Minority Behavior (3)

Afro 463 Seminar in Black Music (3)

Afro 499 Independent Study (1-3)

AFRO-ETHNIC STUDIES COURSES

Courses are designated as AFRO in the class schedule.

101 Introduction to Ethnic Studies (3)

Prerequisite: completion of General Education Category III.C.1. The perspective through which people of color have come to see themselves in terms of their own heroes, culture and contributions to societies in which they live and world society in general. (Same as Asian American Studies 101, Chicano Studies 101, Women's Studies 101)

107 Introduction to Afro-American Studies (3)

Prerequisite: completion of General Education Category III.C.1. The aims and objectives of Afro-American studies. The basic terms and references that give substance to Afro-American studies.

108 Linguistics and Minority Dialects (3)

(Same as Linguistics 108)

190 Survey of American History with Emphasis on Ethnic Minorities (3)

(Same as History 190 and Chicano Studies 190)

301 Afro-American Culture (3)

In African cultural characteristics in the New World and contemporary events, including art, ideas, dance and literature.

304 The Black Family (3) (Formerly 309)

Prerequisite: Sociology 101 or completion of General Education category III.C.1. The American social conditions that shaped the black family from the African cultural patterns to the family that exists today. The roles of poverty, racism and discrimination.

310 Black Women in America (3)

Prerequisite: completion of General Education Category III.C.1.

Issues in the study of black women in America, including social, political, economic and intellectual development. Historical and contemporary issues as they affect black American women will be investigated.

(Same as Women's Studies 310)

311 Intracultural Socialization Patterns (3)

Prerequisite: completion of General Education Category III.C.1.

Patterns of role learning as they vary within subpopulations; changes over time in the values, attitudes, and goals of both the general culture and of subcultures; stereotypes and realities; understanding and dealing with cultural variation as well as cultural "norms." (Same as Human Services 311)

312 American Indian Women (3)

Prerequisite: completion of General Education Category III.C.1. The female role in American Indian tribal lifestyles. Labor divisions, leadership, political and social activities from a number of tribes. Historical and contemporary issues, as they affect American Indian women.

314 Pan-African Dance and Movement (3)

Prerequisite: completion of General Education category III.B.1. or III.B.2. Theory and practice of movement of African and Haitian peoples. Movement (dance) as quasi-language in perpetuating the life style of African cultures and cultures of African descent.

317 Black Politics (3)

Prerequisite: Political Science 100 or consent of instructor. Blacks' struggle for political equality and relief from political oppression.

Public policies concerning blacks' freedoms, liberties and property rights. (Same as Political Science 317)

320 Black Political Thought (3)

Prerequisite: completion of the General Education Category III.B.2. A study of the black American intellectual from slavery to contemporary times, with special emphasis on black contributions to American political and social thought as well as their contributions in America's social development.

321 Minority Community Development Planning (3)

Prerequisite: Afro-Ethnic Studies 317 or permission of instructor. This course is an interdisciplinary approach to the study of political and economic development in minority communities. Emphasis is placed on conceptualizing problems and planning and designing problem-solving models to resolve them.

322 Psychology of the Afro-American (3)

Prerequisite: completion of General Education Category III.C.1. Black identity and the life styles that have risen from racism. The socioeconomic, political, and cultural conditions which have fostered



the blackness concept and the psychological devices used by blacks to survive. (Same as Psych 322)

325 African-American Religions and Spirituality (3)

Prerequisite: completion of General Education Category III.C.1. African-

American belief systems and denominations. A study of folk beliefs among Blacks, African-American religious groups, and the role of the Black Church in politics and social change in the Black community. (Same as Comparative Religion 325)

335 History of Racism (3)

Prerequisite: completion of General Education Category III.C.1. An investigation into the historical roots and current expressions of racism Course focuses on how racism manifests itself through individual, social, political, economic and religious institutions and proposes methods of combating it.

337 American Indian Religions and Philosophy (3) (Formerly 437)

Prerequisite: completion of the General Education category III.B.2 Examination of American Indian religious and philosophic perspectives. Survey of religious interpretations and thought in various facets of belief ranging from traditional Indian religion to Christianity. Contemporary religious activities will be highlightened. Not available for graduate degree credit. (Same as Comparative Religion 337)

346 The African Experience (3)

Prerequisite: completion of General Education Category III.C.1. African history from the origin of the black man and traditional African civilization through the African diaspora to the institutional realities of Africa today. Not available for credit to students who have completed History 355.

356 Afro-American Music Appreciation (3) (Formerly 460)

Prerequisite: junior/senior standing. Black music in America; the sociological conditions that help produce various forms of black music. (Same as Music 356)

381 African Literature (3)

(Same as English 381 and Comparative Literature 381)

385 Schools and Minority Groups (3)

Prerequisite: junior/senior standing. Focuses on the ways in which the constraints of formal schooling affect the behaviors and attitudes of ethnic minority group members. Emphasizes the role of the community and family in school readiness and the psycho-logical consequences of schooling.

400 Research and Writing in Ethnic Studies (3)

(Same as Asian American 400 and Chicana/o 400)

424 Afro-American Literature (3)

Prerequisite: completion of General Education Category III.B.2. The literary contributions by major black American authors. Contemporary black writers and the recurring themes of protest and quest for identity. Not available for graduate degree credit. (Same as English 424)

430 A Social Psychological Study in Ethnic Minority Behavior (3)

Prerequisites: junior/senior standing. The social psychological problems that ethnic minorities face such as stress-related problems in mental health. Society's reactions to these problems among these groups.

450 African History Since 1935 (3)

(Same as History 450)

457 West African and the African Diaspora (3)

(Same as History 457)

458 Southern Africa in the 20th Century (3)

(Same as History 458)

463 Seminar in Black Music (3)

Prerequisite: junior/senior standing or consent of instructor. In-depth appreciation of Black American musical performance practices and musical styles such as Spirituals, Ragtime, Blues, Jazz, Gospel, and Rhythm & Blues through lecture, discussion, and demonstration.

499 Independent Study (1-3)

Prerequisites: senior standing and acceptance of the subject by department chair and instructor directing the study.

INTRODUCTION

American studies gives students a thorough understanding of the past and present nature of American civilization. Three central features of our approach are: (1) an emphasis on the analysis of culture-that shared system of beliefs, behaviors, symbols and material objects through which Americans give meaning to their lives; (2) examination of dominant culture patterns as well as the diversity of cultures in America; and (3) an interdisciplinary perspective that uses both the social sciences and humanities.

Besides providing a rich liberal arts education, training in the major develops skills in writing and analysis and strengthens the ability to recognize connections among complex materials and diverse phenomena. American studies graduates enter careers in business, communications, government service, law, social services and teaching. The major is also a fine background for graduate work in the field or in related fields.

Teaching Credential

Because American Studies is interdisciplinary, the major may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in social science. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

Awards in American Studies

The David Jon Vaca Memorial Scholarship of \$500 is awarded every semester to an undergraduate major in American studies based on need and academic achievement. The Susan Flinkingshelt Memorial Award is given annually in recognition of outstanding services to the American studies department and student association. The Earl James Weaver Graduate Student Essay Prize of \$250 is awarded annually for the best graduate paper in American studies. The Margarete Liebe Sekhon Graduate Scholarship in American Studies annually provides an award in the fall semester to a new student enrolled in the graduate program at CSUE.

BACHELOR OF ARTS IN AMERICAN STUDIES

The American Studies degree requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The major consists of 36 units: 12 units in the core program and 24 units of electives following either Plan A or B.

Core Program (12 units required of all majors)

201 Introduction to American Studies (3)

301 American Character (3)

350 Seminar in Theory and Method of American Studies (3)

401T Proseminar in American Studies (3)

Electives (24 upper-division units)

Elective course work must be approved by the major adviser following either Plan A or B:

A. Students may take all eight electives in American Studies courses or they may include up to four courses from other departments such as Afro-ethnic studies, anthropology, Chicano

DEPARTMENT CHAIR

Jesse Battan

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/amst

PROGRAMS OFFERED

Bachelor of Arts in American Studies Minor in American Studies Master of Arts in American Studies

FACILITY

Allan Axelrad, Jesse Battan, Wayne Hobson, John Ibson, Karen Lystra, Terri Snyder, Michael Steiner, Pamela Steinle, Scott Tang, Leila Zenderland

ADVISERS

Undergraduate: All full-time faculty within the department

Graduate: Pamela Steinle

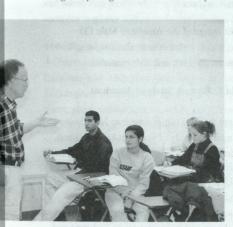
- studies, communications, criminal justice, English, history, geography, political science, psychology or sociology.
- B. Course work pursuing a particular theme or subject, such as: law and society, sex roles, the visual arts, ethnicity, urbanization, regionalism, the child and the family, or popular culture.

MINOR IN AMERICAN STUDIES

The minor in American Studies requires 21 units: American Studies 201, 301 or 345, and 401T, plus 12 units of electives. Six units may be lower-division and three units may be taken in a related department upon approval of an American Studies Department adviser.

MASTER OF ARTS IN AMERICAN STUDIES

The graduate program is grounded in a thorough understanding of the concept of culture. It examines the creative tension between unity and diversity in the American experience, seeking ultimately to provide a full vision of our complex pluralistic culture. The program is interdisciplinary, requiring graduate students to integrate knowledge from the humanities and social sciences. It stresses the process of cultural change, requiring students to trace the past sources of contemporary



issues. It develops advanced research, writing and analytical skills. Particular areas of faculty specialization within the department include: gender and sexuality; ethnicity; literature, film, art, and architecture as cultural expression; American regions; popular culture; and cultural radicalism.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

A student must meet the all-university requirements for admission. (Please consult the appropriate section of this catalog for complete information.) In addition, a student must (1) hold a bachelor's degree with a major, or its equivalent, in American studies or in an appropriate discipline of the humanities or social sciences; (2) have a grade-point-average of at least 3.0 in upper-division major courses; and (3) submit two satisfactory letters of recommendation from instructors in upper-division major courses.

Students whose undergraduate program indicates certain limited subject, grade, or breadth deficiencies may be considered for admission, at the discretion of the graduate adviser, with approval of the department's graduate committee. In such cases, a student must make up deficiencies, in consultation with the graduate adviser, and must complete all required courses with at least a B average before classified graduate standing may be considered.

Graduate Standing: Classified

Students will be classified upon fulfillment of the above prerequisites and after development of an approved study plan.

Study Plan

The program requires 30 units of graduate study: 21 units in the discipline of American studies, six units in other disciplines and three units in the development of an appropriate research skill.

American Studies (21 units)

A. Required courses

American Studies 501 Theory and Methods (3)

American Studies 502T Seminar: Selected Topics (3)

(May be repeated for credit with different topic)

 B. Electives
 Additional upper-division or graduate level course work in American studies (12)

Choose either C or D as follows:

- C. American Studies 598 Thesis (3) should be taken in the semester immediately preceding graduation from the program.
- D. An additional American studies graduate level elective, i.e., American Studies 599, American Studies 502T or American Studies 503, plus successful completion of a three-part take home comprehensive examination based on the department's core reading list.

Other Disciplines (6 units)

Graduate-level seminars in anthropology, art, communications, comparative literature, English, geography, history, political science or sociology. Pedogogical and productions skill seminars are excluded. Students should select outside discipline seminars in consultation with the graduate advisor.

Elective Skill (3 units)

A student must demonstrate proficiency in a methodological skill appropriate to his or her scholarly interests. In consultation with an adviser, the student will select the skill to be developed. Proficiency in a foreign language, quantitative methods or linguistics would, for example, be appropriate. If prerequisite work is necessary before a student can develop proficiency through three units of course work, that preliminary work will not be counted toward the 30 units required for the M.A. degree.

For further information, consult graduate program adviser.

AMERICAN STUDIES COURSES

Courses are designated as AMST in the class schedule

101 Introduction to American Culture Studies (3)

The concepts of interdisciplinary culture studies, focusing on analysis of cultural change in complex, literate society, American culture, including cross-cultural comparisons. Topics include popular culture, subcultures, regionalism, myths and symbols, and culture and personality.

201 Introduction to American Studies (3)

With the concept of culture as a unifying principle, focus is on four separate time periods in order to provide the framework for an understanding of American civilization. Several different kinds of documents will be used to illustrate the nature and advantages of an interdisciplinary approach.

300 Introduction to American Popular Culture (3)

Prerequisite: completion of General Education Category III. C.1. A historical exploration of popular culture in America as it both reflects and contributes to the search for meaning in everyday life. Themes include heroes, myths of success, symbols of power, images of romance, consumerism, race and sexual identity.

301 American Character (3)

Prerequisite: completion of the General Education Category III.C.1. Cultural environ- ment and personality. The extent to which there have been and continue to be distinctly American patterns of belief and behavior. Similarities, as well as class, ethnic, sex, and regional differences among Americans.

312 Multicultural Identities and Women's Experience (3)

Examination of the diversity of women's experiences, focusing on both historical and contemporary analysis of African American, Asian American, Latina, and white ethnic women. Course materials include autobiography, fiction, visual and popular arts, and feminist cultural criticism. (Same as WMST 312)

318 Hollywood and America: Using Film as a Cultural Document (3)

An examination of Hollywood as a cultural institution. Concentrating on the films of selected periods, the course analyzes Hollywood's ability to create and transmit symbols and myths, and legitimize new values and patterns of behavior.

345 The American Dream (3)

An interdisciplinary analysis, in settings both historical and contemporary, of the myth and reality surrounding the notion of America as a land of unparalleled and unlimited possibilities, especially in the achievement of personal material success.

346 American Culture Through Spectator Sports (3)

Study of the shifting meaning of organized sports in changing American society. Includes analysis of sports rituals, symbols and heroes. Focus is on the cultural significance of amateur and professional football, baseball, and basketball.

350 Seminar in Theory & Method of American Studies (3)

Prerequisites: American Studies 201 and 301; or consent of instructor. To provide an understanding and appreciation of methodology, theories of society, and images of humanity as they affect American studies contributions to scholarship. Fulfills the course requirement of the university upper-division baccalaureate writing requirement for American studies majors.

377 Prejudice and American Culture (3)

Prerequisite: upper-division standing. Concepts and methods of American culture studies as tools for better understanding the origins and appeal of intolerance, past and present. Particular focus on racism, ethnic and religious bias, sexism, and homophobia.

401T Proseminar in American Studies (3)

Prerequisites: American Studies 201 and 301; or consent of instructor. The relationship between theory and application. Analytic readings and research. Check the class schedule for topics being considered. May be repeated for credit.

402 Religion and American Culture (3)

Prerequisite: upper division standing. An interdisciplinary analysis of the religious dimensions of American core culture from colonial settlement to the present. Topics include: Puritanism; rationalization, secularization, and feminization; the conversion experience, revivalism, and revitalization; fundamentalism and modernism; and civil religion.

405 Images of Crime & Violence in American Culture (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions and values. Cultural analysis of meanings ascribed to law and order, authority, violence, and punishment in the American past and present. Examined in selected symbols, images, traditions, and realities.

407 American Humor (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions, and values. Analyzes the cultural significance of various types of American humor in past and present settings. How humor reinforces existing culture and also serves as an index and agent of cultural change. Humor's relationship to ethnicity, region, social class, and sex.

413 The Shifting Role & Image of the American Male (3)

The effect of economic, social, political, and cultural changes on American males. Emphasis on the 19th and 20th centuries.

416 Southern California Culture: A Study of American Regionalism (3)

Regionalism as a concept and as a fact of American life. Theories of regionalism measured against a study of Southern California and one other distinct American region.

419 Love in America (3)

Prerequisite: upper-division standing or consent of instructor. Examines changes in the emotional lives of American men and women from the 17th century to the present. Concentrates on enduring and innovative views on the nature of love and the cultural forces that shape its legitimate and illegitimate expression.

420 Childhood and Family in American Culture (3)

Historical and contemporary culture study of childhood and family in America. The idea of childhood, changing concepts of child-rearing, growing up in the American past, the impact of modernization, mother and home as dominant cultural symbols.

423 The Search for Community (3)

Prerequisite: upper-division standing. Examining the historical transformation and modern reformulation of community in America, the course emphasizes the relationship of the individual to the larger social group. Topics include: freedom, need to belong, alienation, and search for identity.

433 Visual Arts in Contemporary America (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions and values. Visual phenomena in America as they reveal changes in recent American culture. Areas covered include: the "high" arts (painting, sculpture) as contrasted with the "low" arts (advertising, television); the artist as innovator, alienation, the business world, and American values in art.

438 American Minds: Images of Sickness and Health (3)

Prerequisite: upper-division standing. Historically explores cultural changes in American images of the healthy mind. Topics include: medical and legal views of insanity, Freud's impact on American thought, literary treatments of madness, and psychological themes in American popular culture.

440 American Folk Culture (3)

Prerequisite: upper-division standing or consent of instructor. Considers American culture from the perspectives of particular folk groups and through the eyes of the "common" person, past and present. Topics include: interpretation of artifacts and oral traditions; relationships between regional, ethnic, and folk identity; modernization and folk consciousness.

442 Television and American Culture (3)

Prerequisite: completion of the general education section of American history, institutions, and values. American television as an interactive form of cultural expression, both product and producer of cultural knowledge. Examines the structure and content of television genres, and social-historical context of television's development and use, audience response, habits and environments of viewing.

444 The Built Environment (3)

Prerequisite: upper-division standing or consent of instructor.

Examines how Americans have shaped and structured space from the 17th century to the present. Emphasizes the relationship between space, place, architecture, and material culture; the interpretation of cultural landscapes and architectural styles; the changing meanings of the American home.

449 The American West in Symbol and Myth (3)

Prerequisite: American Studies 201 or completion of general education section on American history, institutions, and values. The meaning of the West to American culture through analysis of cultural documents such as explorer and captivity narratives, fiction, art, and film. Topics include: perception of wilderness, Indians, frontiersmen, and role of the West in creating a sexist national mythology.

450 Women in American Society (3)

Socio-cultural history of women and women's movements in American society. Emphasis on 19th and 20th centuries. Examination of cultural models of American womanhood-maternal, domestic, sexual, social-their development and recent changes. Not available for graduate degree credit.

460 Bohemians and Beats: Cultural Radicalism in America (3)

Prerequisite: American Studies 201 or completion of the general education section on American history, institutions, and values. Examines the ideas, activities, and legacies of the creators of a "countercultural" tradition in the 19th and 20th centuries. Explores their critique of modern civilization as well as their projects for self-transformation, social change, and cultural renewal.

465 The Culture of the American South (3)

Prerequisite: American Studies 201 or completion of the general education section on American history, institutions, and values. Examines distinctive cultural patterns in the American South, past and present. Topics include: Southern concepts of work and leisure, race and gender roles, political and religious controversies, literature and folklore, and the South as portrayed in the media.

468 Culture in Turmoil: 1960s America (3)

Prerequisite: upper-division standing. Origins, manifestations, and continuing significance of the turbulence in American culture associated with the 1960s. Accelerated changes which occurred (or seemed to occur) in cultural meanings of authority, achievement, patriotism, sexuality, technology, and consciousness.

499 Independent Study (1-3)

Supervised research projects in American studies to be taken with the consent of instructor and department chair. May be repeated for credit

501 Theory and Methods (3)

The American Studies movement. Its conceptual and methodological development. The way this development was affected by and in turn reflected larger trends in the culture itself.

502T Seminar: Selected Topics (3)

A particular problem or topic as a case study in the use of interdisciplinary methods in American studies. May be repeated for credit.

596 American Studies Teaching Tutorial (3)

Prerequisite: American Studies 501. Preparation for community college or university teaching. Small group discussion, lecture-discussion, examinations, teaching strategies. Enrollment requires approval of American Studies graduate coordinator. Course may be repeated for credit, but may only count once on a graduate study plan.

598 Thesis (3)

Prerequisites: graduate standing in American studies and consent of graduate coordinator. The writing of a thesis based on original research and its analysis and evaluation.

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing in American studies and consent of graduate coordinator. May be repeated for credit.

Anthropology

College of Humanities and Social Sciences

DEPARTMENT CHAIR

Susan Parman

DEPARTMENT OFFICE

McCarthy Hall 426

ANTHROPOLOGY MUSEUM

McCarthy Hall 424

CENTER FOR CALIFORNIA PUBLIC ARCHAEOLOGY

McCarthy Hall 212

ARCHAEOLOGICAL LABORATORY

McCarthy Hall 420

BIOLOGICAL ANTHROPOLOGY LABORATORY

McCarthy Hall 428

CENTER FOR ETHNOGRAPHIC CULTURAL ANALYSIS

McCarthy Hall 422

SOUTH CENTRAL COASTAL INFORMATION CENTER

McCarthy Hall 477

DEPARTMENT WEBSITE

http://anthro.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Anthropology Minor in Anthropology Master of Arts in Anthropology

FACULTY

John Bock, Colleen Delaney-Rivera, Phyllisa Eisentraut, Laura Greathouse, Sara Johnson, Hilarie Kelly, Joseph Nevadomsky, Jacob Pandian, Susan Parman, Lori Sheeran, Judy Suchey

ADVISERS

Undergraduate: All full-time faculty
Graduate: Jacob Pandian
Internship Program Adviser:
Hillarie Kelly

INTRODUCTION

Anthropology is the scientific study of humankind from its beginnings, millions of years ago, to the present day. Nothing human is alien to anthropology. Of the many sciences that study certain aspects of our species, only anthropology attempts to understand the whole panorama, in time and space, of the human condition. While other academic disciplines may concentrate on one aspect of human experience, anthropology is an integrated study of the whole range of human activities, including communication and language, economics, political organization, religion, the arts, philosophy, education, medical and nutritional practices, social interaction, marriage, child rearing, science, and technology. Anthropology enables the study of people from all over the world as they live now, as they lived in the prehistoric and historic past, and as they may live in the future. Anthropology also studies people as biological-psychological-cultural-social wholes living in relationship with their environment; a major goal is to understand human beings from this overall perspective.

The major in Anthropology is designed to prepare students for advanced degrees in Anthropology as well as for positions in the private and public sector. Social service occupations, work in urban centers, museum work, health professions, natural resources management, and overseas work are some of the areas that offer many opportunities for anthropology graduates.

International Aspects of Anthropology

Anthropology is inherently international in scope, drawing on world-wide cross-cultural comparisons for understanding culture and what it means to be human, and offers an inter-, multi-, and trans-disciplinary perspective to promote an understanding of global networks that occur in transnational cultural contexts such as ethnicity, business, religion and education. Anthropology studies the global flow of information and channels of communication that cross spatial, national-territorial boundaries; and it studies transnational actors who enter into the spaces opened up by the intersection of corporate capital, labor mobility and new information, communication, and transportation technologies. The department encourages study in different cultures and will provide, where appropriate, academic credit for educational experiences abroad.

BACHELOR OF ARTS IN ANTHROPOLOGY

The Bachelor of Arts in Anthropology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The major requires 45 units consisting of core courses, upper-division courses, and elective course work.

Core Courses (15 units)

Anthro 101 Introduction to Biological Anthropology (3)

Anthro 102 Introduction to Cultural Anthropology (3)

Anthro 103 Introduction to Archaeology (3)

Anthro 480 History of Anthropology (3)

Anthro 481 Contemporary Anthropology (3)

Upper-Division Requirements (9-30 units)

Anthro 400 Cultural Analysis: Qualitative Methods in Anthropology (3)

Anthro 401 Ethnographic Field Methods (3)

Anthro 402 Museum Studies (3)

Anthro 403 Archaeological Fieldwork (3)

Anthro 404 Analytical Methods in Archaeology (3)

Anthro 405 Human Osteology (3)

Anthro 406 Descriptive Linguistics (3)

Anthro 407 Anthropological Video Production (3)

Anthro 408 Ethnogerontology (3)

Anthro 409 Applied Anthropology (3)

Anthro 412 Culture Change (3)

Anthro 414 Economic Anthropology (3)

Anthro 416 Anthropological Linguistics (3)

Anthro 417 Life Quests (3) (formerly 317)

Anthro 418 GIS and Archaeology (3)

Anthro 420 Visual Anthropology (3)

Anthro 423 The Ancient Maya (3) (formerly 324A)

Anthro 424 The Aztecs and Their Predecessors (3) (formerly 324B)

Anthro 425 Advanced Topics in Human Osteology (3)



Anthro 441 Human Variation (3)

Anthro 442 Medical Anthropology (3)

Anthro 460 Public Archaeology in California (3)

Anthro 470 Survey of Anthropological Films (3)

Anthro 475 Research Methods in Primatology (3)

Anthro 476 Archaeological Investigations (3)

Anthro 490T Undergraduate Seminar in Anthropology (3)

Anthro 491 Internship in Anthropology (3)

Anthro 497 Ethnographic Investigations (3)

Anthro 498 Museum Practicum (3)

Anthro 499 Independent Study (3)

Electives (0-21 units)

Anthro 100 Non-Western Cultures and The Western Tradition (3)

Anthro 300 Language and Culture (3)

Anthro 301 Primate Behavior (3)

Anthro 304 Traditional Cultures of the World (3) (formerly 104)

Anthro 305 Anthropology of Religion (3)

Anthro 306 Comparative Aesthetics and Symbolism (3)

Anthro 308 Culture and Aging: Anthropological Gerontology (3)

Anthro 310 Urban Anthropology (3)

Anthro 311 Culture and Communication (3) 100 box systems 1 000

Anthro 313 Culture and Personality: Psychological Anthropology (3)

Anthro 315 Culture and Nutrition (3)

Anthro 320 Cultures of Europe (3)

Anthro 321 The American Indian (3)

Anthro 325 Peoples of South America (3)

Anthro 327 Origins of Civilization (3)

Anthro 328 Peoples of Africa (3)

Anthro 329 Peoples of the Caribbean (3)

Anthro 332 Women in Cross-Cultural Perspectives (3)

Anthro 340 Peoples of Asia (3)

Anthro 344 Human Evolution (3)

Anthro 345 Peoples of the Middle East and North Africa (3)

Anthro 347 Peoples of the Pacific (3)

Anthro 350 Culture and Education (3)

Anthro 360 Contemporary American Culture (3)

Anthro 370 Anthropology of Non-Western Films (3)

With the approval of the adviser or department chair, up to nine units may be accepted from related disciplines.

Note: all courses under "Upper-Division Requirements" are 400-level courses. They are courses intended for junior, senior and graduate students. Courses under "Electives in Anthropology" are 100-level or 300-level. They may be taken by all students except graduate students.

Multiple and/or Single Subject Credential Information

The Anthropology degree may be effectively combined with subject matter studies for either the multiple subject credential (K-8) or single subject credential (7-12) in Social Science. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

MINOR IN ANTHROPOLOGY

Twenty-one units must be taken to fulfill requirements for a minor.

Core Courses (12 units)

Anthro 101 Introduction to Biological Anthropology (3)

Anthro 102 Introduction to Cultural Anthropology (3)

Anthro 480 History of Anthropology (3)

Anthro 481 Contemporary Anthropology (3)

Additional Courses (9 units)

Nine units of 300- or 400-level courses in anthropology.

MASTER OF ARTS IN ANTHROPOLOGY

The program offers advanced study of general anthropology, while simultaneously encouraging specialization in one (or more) of the traditional subdisciplines: archaeology, cultural anthropology, linguistics, and biological anthropology. Opportunities for field and laboratory research and for other related learning experiences permit students to enlarge upon formal classroom training and to work independently

with original data. Students may pursue a thesis or project of either a traditional or more exploratory character. Efforts are made to assist individuals to plan programs that will meet their individual needs and interests.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Prerequisites

An applicant must meet the university requirements for conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on admission of graduates for complete statement and procedures). Admission is contingent upon evaluation and acceptance by the Graduate Study Committee. In addition to the University Application, the applicant must submit a letter of intent and at least two letters of recommendation. Students with limited subject or grade deficiencies may be considered for admission to the program if they agree to complete additional courses selected by the Graduate Study Committee, with at least a 3.0 (B) average. Subject deficiencies must be met prior to candidacy. Students entering from other colleges and universities and/or from fields other than Anthropology may discuss appropriate course substitutions with the graduate adviser.

Classification

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan:

1. A bachelor's degree with a minimum of 27 units in anthropology, including the following courses or their equivalents.

Lower-Division (9 units)

Anthro 101, 102 and 103

Upper-Division (12 units)

Anthro 480 and 481

Additional upper-division coursework in Anthropology (6 units)
Reading courses and special examinations may be substituted for
the additional upper-division coursework in Anthropology.

- 2. A GPA of 3.0 (B) for all work taken in Anthropology.
- 3. Classification review administered by the graduate adviser.

Study Plan

The 30-unit study plan for the degree must include the following:

Anthro 501 Seminar: Methodology of Anthropological Research (3)

Anthro 502 Contemporary Theory in Anthropology (3)

Anthro 597 Project (6) or Anthro 598 Thesis (6)

Two additional graduate seminars (Anthro 504) in Anthropology (6 units) 400-level or graduate work in Anthropology (6 units)

400-level or graduate work in Anthropology or related fields (6 units)

Up to six units of Anthropology 599 Independent Graduate Research may be used for the last two requirements above. For continuation in the program an average of 3.0 (B) for all work in the study plan must be maintained.

Students must remain continuously enrolled, either by enrolling in at least one Anthropology course each semester or by enrolling in Graduate Studies 700. Students may request a waiver of this requirement for one or two semesters if professional purposes require absence from campus. A student who is not continuously enrolled will be required to apply for readmission to the program.

A thesis or a project, including an oral examination, must be completed for the degree. Anthropology 501 and 502 must be taken within the first 1-1/2 years of graduate work.

The progress of graduate students will be reviewed prior to classification and again before advancement to candidacy. Students must demonstrate competence in a foreign language or quantitative methods.

For further information, consult the graduate program adviser. See also the Department of Anthropology's student handbook.

ANTHROPOLOGY COURSES

Courses are designated as ANTH in the class schedule.

100 Non-Western Cultures and the Western Tradition (3)

An examination of the changing views of man, nature and culture in Western civilization as related to the impact of non-Western influences, including the use and interpretation of data on non-Western peoples and cultures.

101 Introduction to Biological Anthropology (3)

Humans as biological organisms from an evolutionary perspective. Concepts, methods, findings and issues in the study of the Order primates, including the relationships among fossil monkeys, apes and humans, and the significance of genetic diversity in modern populations. (CAN ANTH 2)

102 Introduction to Cultural Anthropology (3)

The nature of culture and its significance. Uniformities and variations in human cultures. Cultural analyses of major institutional forms such as the family, economy, government, religion and art with an emphasis on preliterate peoples. Central problems of cultural comparison and interpretation. (CAN ANTH 4)

103 Introduction to Archaeology (3)

Prerequisite: completion of General Education category III.C.1.
Relationship of archaeology, culture history and culture process, field methods and analysis of archaeological data; the uses and abuses of archaeology. World culture history from Pleistocene beginnings to the threshold of civilization. (CAN ANTH 6)

110 Ancient Peoples of the American Southwest (3)

Introductory-level exploration of the lifeways of prehistoric peoples of the American Southwest as evidenced through archaeological remains and through Native American perspectives.

300 Language and Culture (3)

Prerequisite: completion of General Education Category III.C.1.

Language as a factor in culture. Trends in the study of language and culture.

301 Primate Behavior (3)

Prerequisite: Anthro 101 or 102 or Psychology 101 or completion of General Education Category III.A.2. The anthropological study of the behavior of primates including monkeys and apes with data collection in the wild and the laboratory; review and discussion of behavioral characteristics that are part of the primate heritage of humankind.

304 Traditional Cultures of the World (3) (Formerly Anthropology 104)

Prerequisite: completion of General Education Category III.B.2. A comparative, worldwide survey of traditional, selected and well-studied ways of life using ethnographic writings, novels and films. Examines representative bands, tribes, chiefdoms, primitive states and folk societies.

305 Anthropology of Religion (3)

Prerequisite: completion of General Education category III.B.2. Beliefs and practices in the full human variation of religious phenomena, with an emphasis on primitive religions. The forms, functions, structures, symbolism, and history and evolution of religious systems.

306 Comparative Aesthetics and Symbolism (3)

Prerequisite: completion of General Education Category III.B.2. The metaphysical and mystical systems underlying the "grammars" of the art, myths, and rituals of various nonliterate and literate peoples and their development into creative experiences.

308 Culture and Aging: Anthropological Gerontology (3)

Prerequisite: Anthro 100 or 101 or 102 or 103. Anthropological discourse on diverse cultural conceptions of aging as they relate to gender, class, ethnic and religious categories. Cross-cultural comparison of culturally patterned time-table of life-cycle and age-grades for understanding the universals and variability in human aging.

310 Urban Anthropology (3)

Prerequisite: Anthro 102. A cross-cultural investigation of similarities and differences in urbanism with an emphasis on current theoretical and methodological perspectives in the study of urban social and cultural forms and processes.

311 Culture and Communication (3)

Prerequisite: completion of General Education category III.B.2. How culture meaning and manipulation are constituted in both traditional and modern cultures through language, mythology, ritual, architecture, religion, and other communication systems.

313 Culture & Personality: Psychological Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. The relationship between the individual and the culture. Child training in non-western cultures. Survey of concepts, studies, and research techniques.

315 Culture and Nutrition (3)

Prerequisite: Anthro 101 or 102 or consent of instructor. Interrelationships between human nutrition, basic food resources, individual development and socio-cultural organization; includes assessment of student's nutritional status, beliefs, and practices relative to other cultures.

320 Cultures of Europe (3)

Prerequisite: Anthro 102 or equivalent. A cultural survey of Europe, focusing on the peasant, national, and pan-European traditions of Europe. Diverse anthropological approaches are used to examine changing boundaries of European identity from prehistory to the present "European Union."

321 The American Indian (3)

Prerequisite: Anthro 102 or consent of instructor. North American Indians north of Mexico; origin, languages, culture areas, cultural history; the impact of European contacts.

325 Peoples of South America (3) America variographic Ode

Prerequisite: Anthro 102 or consent of instructor. Central and South America. Representative cultural areas before and after contacts with Western countries.

327 Origins of Civilizations (3)

The development of civilization in both the Old and New Worlds in primary centers such as Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica and Peru, and secondary centers such as the Aegean and Europe.

328 Peoples of Africa (3)

Prerequisite: Anthro 102 or consent of instructor. A cultural survey of Africa. Description of selected cultures and aspects of culture before and after contact with non-Africans.

329 Peoples of the Caribbean (3)

Prerequisite: Anthro 102 or equivalent. A survey of the various ethnic groups of the Caribbean, focusing on the description and interpretation of African, European, Asian and Amerindian cultural elements.

332 Women in Cross-Cultural Perspective (3)

Prerequisite: Anthro 102 or consent of instructor. The influence of biological determinants as they are shaped by cultural beliefs, values, expectations and socially defined roles for women. The changing role of women in industrial society.

340 Peoples of Asia (3)

Prerequisite: Anthro 102 or consent of instructor. A survey of Asian civilizations and cultural traditions, emphasizing the study of the personality configurations in different culture areas, the analysis of the structure of Asian civilizations, and an examination of the peasant, tribal and ethnic groups of Asia.

344 Human Evolution (3)

Prerequisite: Anthro 101 or completion of General Education
Category III.A.2. Advanced primate evolution; the origin of Homo
sapiens as evidenced in the fossil record and through biochemical
and molecular studies. Evolutionary theory and problems in human
evolution. (2 hours lecture, 3 hours laboratory)

345 Peoples of the Middle East and North Africa (3)

Prerequisite: Anthro 102 or consent of instructor. Interrelationship between culture, economy, political structure and belief system of selected cultures in the Middle East and North Africa.

347 Peoples of the Pacific (3)

Prerequisite: Anthro 102 or consent of instructor. The indigenous peoples and cultures of the Pacific Islands, including Tahiti, Hawaii and Australia. The forces and processes contributing to social change in island communities and current problems being faced by them.

350 Culture and Education (3)

Prerequisite: completion of General Education Category III.C.1. The transmission of values, implicit cultural assumptions, and the patterning of education in cross-cultural perspective. American culture and development problems.

360 Contemporary American Culture (3) Admined to address 2.5

Prerequisite: Anthro 102 or consent of instructor. Application of anthropological methods, categories of analysis, and types of interpretation to American culture. Survey and critique of selected community studies and other kinds of relevant research.

370 Anthropology of Non-Western Films (3)

Prerequisite: Anthro 100 or 102 or 304 or consent of instructor.

Comparative analytical study of commercial and non-commercial films and videos made by non-western people. Films and videos considered as cultural artifacts that are particularly revealing of the ways people conceive of themselves and their cultures.

400 Cultural Analysis: Qualitative Methods in Anthropology (3)

Prerequisite: Anthro 102. An examination of the qualitative methods that are used in the analysis of culture; review of recent methodologies developed in the framework of semiotic, phenomenological, and interpretive anthropology.

401 Ethnographic Field Methods (3)

Prerequisites: Anthro 102 and six additional units of anthropology or consent of instructor. Anthropological field research by students on various problems using participant observation techniques.

402 Museum Science (3)

Methods, principles and techniques used in natural history, and small scientific and historical museums. Subjects covered include scope of exhibit and research collections, care and repair of specimens, acquisitions, storage and preparation of presentations in anthropological, historical, biological and paleontological museums.

403 Archaeological Fieldwork (3)

Prerequisites: Anthro 102 or 103 and consent of instructor. Excavation of a local archaeological site. Archaeological mapping, photography and recording. Laboratory methods of cataloging, preservation, description and interpretation of archaeological materials. Saturday field sessions. May be repeated once for credit as an elective. (1 hour lecture, 6 hours laboratory)

404 Analytical Methods in Archaeology (3)

Prerequisites: Anthro 103 and 403. The employment of physical data collecting techniques (e.g., photographic, paleo-magnetic) in the field and the analysis of artifact collections and data from previous field operations in the laboratory. May be repeated once for credit as an elective. (1 hour lecture, 6 hours laboratory)

405 Human Osteology (3)

Prerequisite: consent of instructor. Techniques in the basic identification of human skeletal remains. Aging, sexing, racing and stature reconstruction. For those interested in archaeology, hominid evolution and/or forensic science. (2 hours lecture, 3 hours laboratory)

406 Descriptive Linguistics (3)

(Same as Linguistics 406)

407 Anthropological Video Production (3)

Prerequisite: six upper-division units of anthropology or consent of instructor. Planning, shooting, and editing videotapes relating to all sub-disciplines of anthropology. (1 hour lecture; 6 hours laboratory activities, demonstrations, and fieldwork)

408 Ethnogerontology (3)

Prerequisite: Anthro 102. Learning the methods of ethnoscience and interpretive semiotics for analyzing cultural knowledge and domains pertaining to aging. Training in ethnographic cultural analysis of aging for the production of ethnographies that focus on the symbols, taxonomies, paradigms, and themes of aging.

409 Applied Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. The uses of anthropological skills and sensitivities in approaching contemporary human problems. Cultural change, organizational development, program planning and evaluation, the consultant's role, and professional ethics.

412 Culture Change (3)

Prerequisite: Anthro 102 or consent of instructor. Interrelations between cultural, social and psychological processes in the dynamics of culture growth and change. Impact of western technology on tribal and peasant societies. Anthropological contributions to the planning of directed sociocultural change in selected areas.

414 Economic Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. The ethnology and ethnography of economic life, principally in non-Western societies; the operation of systems of production and distribution within diverse cultural contexts.

416 Anthropological Linguistics (3)

Nature and functions of language; language structure and change; classification of languages; use of linguistic evidence in anthropology. (Same as Linguistics 416)

417 Life Quests (3) (Formerly Anthropology 317)

Prerequisite: Anthro 102. Contemporary ways to wisdom and humanness in cross-cultural and historical perspectives. New and comparative approaches to understanding the life cycle, development and fulfillment of individual personalities.

418 GIS and Archaeology (3)

Prerequisite: Anthro 103 or equivalent course and junior or senior standing. This course is an introduction to the use of Geographic Information Systems as they apply to the study of archaeology. The course focuses on the spatial analysis of past cultural remains from anthropological perspectives.

420 Visual Anthropology (3)

Prerequisite: Anthro 100, 101, 102, 103, or equivalent. An examination of the development of the field of visual anthropology and an analysis of the changing and diverse approaches to the use of visual media in representing and interpreting other cultures.

423 The Ancient Maya (3) (Formerly Anthropology 324A)

Prerequisite: Anthro 102, 103 or consent of instructor. The archaeology and ethnohistory of the Maya area of Southern Mesoamerica.

The problems of initial settlement of the area and the "rise" and dynamics of ancient Maya civilization.

424 The Aztecs and Their Predecessors (3)

(Formerly Anthropology 324B)

Prerequisite: Anthro 102, 103 or consent of instructor. Archaeological survey of principal Mesoamerica pre-Columbian cultures north and west of the Maya area. The Aztecs and their predecessors, religion, art, architecture, intellectual achievements and the Olmec heritage.

425 Advanced Topics in Human Osteology (3)

Prerequisites: Anthro 405 and consent of instructor. Analytical methods stressing morphological examination of human bone in a laboratory setting (determination of human, prehistoric; analysis of fragmented and commingled remains; basic identification and report writing; pathological conditions). For those interested in archaeology, hominid evolution and/or forensic science.

441 Human Variation (3)

Prerequisite: Anthro 101. The processes underlying and the theories for the existence of the present variation between and within human populations. The genetics of human populations and the significance of racial classifications. (2 hours lecture, 3 hours laboratory)

442 Medical Anthropology (3)

Prerequisite: Anthro 101 or 102 or Psychology 101. Human health and disease and their relationship to cultural practices, beliefs and environmental factors; histories of various diseases as factors of cultural change; health care delivery systems.

451 Advanced Human Evolution (3)

Prerequisites: Anthro 322 or 344 or Biology 274. Thus course uses life history theory to examine the evolutionary ecology of human behavior. Topics covered include the human life course, resource acquisition, parenting, and fertility. Computer labs utilizing eHRAF. (Same as Biology 451)

460 Public Archaeology in California (3)

An archaeological survey of California, emphasizing the examination of recent scientific excavations. Analysis of new archaeological methods, current research specializations, responsibilities of the modern archaeologist, and review of legislation affecting archaeology.

470 Survey of Anthropological Films (3)

Prerequisite: Anthro 100 or 101 or 102 or 103 or consent of instructor. Survey and analysis of the uses of film and video in anthropological research, teaching, theory, methodology. Films are studied not only for their anthropological content, but also as artifacts of western culture which reveal significant aspects of that culture.

475 Research Methods in Primatology (3)

Prerequisite: Anthro 301 or completion of General Education Category III.A.3. This course prepares students to conduct advanced behavioral research on non-human primates. It focuses on research design, data collection techniques, ethical and other situations unique to captive or to field settings, statistics, literature resources, permits, and disease transmission.

476 Archaeological Investigations (3)

Prerequisite: Anthro 102 or 103 or consent of instructor. Methodology and practice of archaeological fieldwork. May be repeated for credit. (1 hour lecture, 6 hours laboratory)

480 History of Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. The principal contributions of anthropologists 1850-1950; evolutionary, diffusionist, historical, particularist, configurationalist, and culture and personality approaches in anthropology.

481 Contemporary Anthropology (3)

Prerequisite: Anthro 102 or consent of instructor. Anthropologists from 1950 to the present; neoevolutionist, sociological, structuralist, psychological and symbolic approaches.

490T Undergraduate Seminar in Anthropology (3)

Prerequisite: consent of instructor. Topics in anthropology. May be repeated for credit.

491 Internship in Anthropology (3)

Prerequisites: 18 upper-division units in anthropology and/or related fields. Career opportunities. On-the-job training under faculty supervision in museum, industry or governmental service. May be repeated for credit for a total of six units.

497 Ethnographic Investigations (3)

Prerequisite: Anthro 102 and Anthropology 401 or equivalent. Training in the methodologies of participant observation and interview techniques; investigation and description of cultural domains such as religion, health, economics, politics, and family and ethnic boundaries. May be repeated for credit for a maximum of six units.

498 Museum Practicum (3)

Prerequisite: at least 15 units of anthropology and consent of instructor. Practical experience in museum operations, using the facilities of the Anthropology Museum. Topics covered include exhibit preparation, membership and funding operations, catalogue preparation and outreach activities. May be repeated for credit for a maximum of six units.

499 Independent Study (1-3)

Prerequisites: at least 15 units of anthropology and consent of adviser. Individual research project involving either library or fieldwork. Conferences with the adviser as necessary. Results in one or more papers. May be repeated for credit.

501 Seminar: Methodology of Anthropological Research (3)

Prerequisites: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. The contemporary methodological spectrum in anthropology and new trends in research planning and implementation.

502 Contemporary Theory in Anthropology (3)

Prerequisite: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. The basic assumptions and theoretical positions of leading contemporary anthropologists.

504T Seminar: Selected Topics in Anthropology (3)

Prerequisite: completion of undergraduate major in anthropology and/or graduate standing or consent of instructor. The topic chosen and a general outline of the seminar is circulated prior to registration. May be repeated.

507 Grammatical Analysis (3)

(Same as Linguistics 507)

597 Project (3,6) logy (3) (E) vgologordan A lausi V OSA

Prerequisite: graduate standing and consent of instructor. The completion of a project derived from original field or laboratory research, and/or from library study. May be repeated for credit to a maximum of 6 units.

598 Thesis (3,6) logostfort (About 03) (3) wast majora off ESA

Prerequisite: graduate standing and consent of instructor. The writing of a thesis based on original field or laboratory research, and/or on library study, and its analysis and evaluation. May be repeated for credit to a maximum of 6 units.

599 Independent Graduate Research (1-3)

Prerequisite: consent of adviser. Individual research involving field-work, laboratory, or library study, and conferences with a project adviser as necessary, and resulting in one or more papers. May be repeated for credit.



DEPARTMENT CHAIR

Larry Johnson

DEPARTMENT OFFICE

Visual Arts 102

DEPARTMENT WEBSITE

http://www.art.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Art

Art History

General Studio Art

Teaching

Bachelor of Fine Arts in Art

Ceramics

Crafts

Creative Photography

Drawing and Painting

Entertainment Art/Animation

Graphic Design

Illustration

Printmaking

Sculpture

Minor in Art

Master of Arts in Art

Drawing and Painting (including

Printmaking)

Sculpture

Crafts (including Ceramics, Glass,

Wood, Jewelry/Metalsmithing)

Design (including Graphic Design,

Illustration, Exhibition Design,

Creative Photography)

Art History

Master of Fine Arts in Art

Drawing, Painting, and Printmaking

Sculpture

Ceramics (including Glass)

Crafts (including Jewelry/

Metalsmithing, and

Woodworking)

Design (including Graphic Design,

Illustration, and Exhibition Design)

Creative Photography

Certificate in Museum Studies

FACULTY

Ana-Victoria Aenlle, Bryan Cantley, Ruth Capelle, John Carter, Kyung Sun Cho, Dorte Christjansen, Eileen Cowin, Cliff Cramp, John T. Drew, Joe Forkan, Maurice Gray, Charles Grieb, Arnold Holland, Jim Jenkins, Jade Jewett, Larry Johnson, Linda Kroff, Donald Lagerberg, Dana Lamb, Sergio Lizarraga, Clinton MacKenzie, Mike McGee, Theron Moore, Zena Pearlstone, Joanna Roche, Jerry Samuelson, Vincent Suez

ADVISERS

Undergraduate: Contact department office.

Graduate: Mike McGee

INTRODUCTION

The Department of Art is accredited by the National Association of Schools of Art and Design.

The Department of Art offers programs which include the scholarly fields of art history, theory, analysis and criticism; the studio fields of drawing and painting, entertainment art/animation, printmaking, sculpture, crafts (including jewelry, wood and metal), ceramics (including glass), graphic design, creative photography, illustration, and exhibition design; and the single subject teaching field of art education.

Curricular plans for the Bachelor of Arts and the Bachelor of Fine Arts have been developed to meet the individual needs and interests of students in art.

The general objectives of the programs are to provide a comprehensive learning environment, which contributes conceptually and technically to the development of the art historian, the visual artist and the art teacher. Specifically, the programs provide opportunities for students to: (1) develop a knowledge and understanding of fundamental visual experience and concepts basic to many forms and fields of art; (2) develop a critical appreciation of historical and contemporary art forms as they relate to individual and social needs and values; (3) creatively express one's personal experience and thought with visual skill and clarity; (4) develop knowledge and skills necessary to pursue graduate studies in visual arts, or to teach art and (5) develop the understanding and expertise applicable to professional practice.

BACHELOR OF ARTS IN ART

The 120-unit Bachelor of Arts degree offers concentrations in Art History, General Studio Art and Teaching. The program objectives are to provide correlative experiences, information and theory.

The Art History concentration emphasizes the area of art history, theory, and appreciation and is particularly recommended for those students who wish to pursue graduate studies in art history or museum studies.

The General Studio Art concentration is a varied curriculum that provides a broad education in the visual arts.

The Teaching Concentration prepares students to meet the requirements for admission to the Credential Program teaching art, grades K-12. Students are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives.

In addition to the requirements listed below for the major, students must meet the other university requirements for a bachelor of arts degree. Students in the Teaching Concentration

must also meet specific requirements for the desired teaching credential. All art majors must take Art 300, Writing in the Visual Arts, and pass the university's Examination in Writing Proficiency (EWP) after achieving junior standing (60 units). Testing dates for the EWP are available from the Testing Center or the Academic Advisement Center.

To earn a Bachelor of Arts in Art students must achieve grades of C or better in all art courses required for the degree.

ART HISTORY CONCENTRATION

Preparation for the major (lower-division - 21 units)

Art 201A,B Art and Civilization (3,3)

Lower-division studio courses (3,3)

Approved electives in art, American studies, anthropology, history, literature, music, philosophy or theatre (3,3,3)

The major (upper-division - 33 units)

Art 300 Writing in the Visual Arts (3)

Art 480T Selected Topics in Art History (3)

Art 481 Seminar in Art History (3)

Approved upper-division elective (3)

Upper-division art history (21)

GENERAL STUDIO ART CONCENTRATION

Lower-Division (27 units)

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 107A,B Beginning Drawing and Painting (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art Electives (3,3)

Select at least two courses from two of the following areas: design; printmaking; creative photography; sculpture; ceramics; crafts; drawing and painting.

Upper-Division (27 units)

Art 300 Writing in the Visual Arts (3)

Art History (3,3)

Studio Area (12 units)

Select one course from each of the following: (1) drawing and painting; (2) sculpture, creative photography, printmaking; (3) crafts and ceramics; (4) design.

Electives (3,3)

Choose two courses from at least two different categories of the following: drawing and painting; printmaking; creative photography; sculpture; crafts (glass); ceramics; graphic design; illustration; exhibition design; art education.

TEACHING CONCENTRATION

Single Subject Instruction

(Qualifies for Teaching Art in Grades K-12)

Preparation for the major (lower-division-30 units)

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 106A Beginning Ceramics (3)

Art 107A,B Beginning Drawing and Painting (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 205A Beginning Crafts (3)

Art 207A Drawing and Painting (3)

Major requirements (upper-division - 24 units)

Select Drawing and Painting, Crafts or Creative Photography or Computer Design Emphasis.

Drawing and Painting Emphasis

Art 300 Writing in the Visual Arts (3)

Art 307A Drawing and Painting (3)

Art 310A Watercolor (3)

Art 312 Modern Art (3)

Art 317A Life Studies, Drawing and Painting (3)

Art 347A Printmaking Etching (3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Crafts Emphasis

Art 300 Writing in the Visual Arts (3)

Art 305A Advanced Crafts (3)

Art 306A,B Advanced Ceramics (3,3)

Art 312 Modern Art (3)

Art 315A Jewelry (3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Creative Photography and Computer Design Emphasis

Art 300 Writing in the Visual Arts (3)

Art 338A,B Creative Photography (3,3)

Art 363B Illustration (3)

Art 441 Media Exploration for Teaching Art (3)

Art 478 Studio Expanded: Other Genre (3)

Art History (3)

Select one course from the following:

Art 423 Computer Animation (3)

Art 483E Computer Assisted Graphics (3)

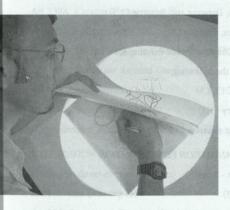
Art 483F Design for Interactive Art (3)

Credential Requirements

The B.A. in Art (Teaching Concentration) may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in art. Undergraduates are encouraged to work with the faculty adviser in art and the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the concentration and electives. With careful planning it may be possible to take certain education courses in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teaching Education office in the School of Education (717-278-3411) for information on attending an overview presentation.

General Program Requirements

- Be advised by a faculty adviser in art education.
- Fulfill credential requirements listed in the credential program section of the catalog (see "Teacher Education" or "Credentials" in the index).



- Meet the requirements listed under the Teaching Concentration.
- Apply and be admitted to a credential program prior to enrollment in Art Ed 442, professional education courses and student teaching. Contact the Admission to

Teaching Education office in the School of Education.

- Be accepted for teacher education and student teaching based on candidate quotas, portfolio review, and evidence of success in completed university course work.
- Be recommended by the faculty adviser in art education.
- Complete Secondary Education prerequisites 310 and 320 or equivalents prior to applying to the teacher education program for the Single Subject credential.
- 8. Pass C-BEST exam prior to admission to the credential program.
- 9. Complete Secondary Education prerequisites 330, 340 and 404/407 before extern semester.
- 10. Have a G.P.A. of 2.89 overall, 3.0 in major.

Single Subject Credential Preparation

First semester (extern): 15 units

Second semester (intern): 15 units

Upon completion of above program the student is eligible for a partial or preliminary credential. A clear credential requires nine additional units of state-mandated courses within a specified period of time.

Multiple Subject Credential Preparation

The following three courses are recommended for all students intending to teach in the elementary schools in multiple subject class-

Art 380 Art and Child Development (3)

Music 333 Music and Child Development (3)

Theatre 402 Dramatic Activities for Children (3)

The following additional list of courses would be strongly recommended for students who wish to expand their knowledge in any or all of the arts:

Art 101, 103, 104, 106A, 107A, 201A,B, 310A,B, 330, 380, 441

Dance 101, 112, 122, 132, 142, 323A,B, 422

Music 111, 281B,P,S,W, 283

Theatre 100, 263A,B, 276A, 277, 370A,B, 402A,B, 403A,B

BACHELOR OF FINE ARTS IN ART

The Bachelor of Fine Arts degree is a professional program providing directed studies in nine studio concentrations within the visual arts. The program is designed for students seeking in-depth preparation for specialized goals selected from one of the following areas: ceramics, crafts, creative photography, drawing and painting, entertainment art/animation, graphic design, illustration, printmaking, and sculpture.

The program develops the understanding and advanced specialized skills applicable to professional practice and to meet entrance requirements to graduate school.

Admission Requirements

Upon admission to the University as an art major, students are placed in the Bachelor of Arts category, whether entering as a freshman or transferring from a community college. Upon proof of completion of the 12 lower-division studio units listed below with a B or better gradepoint average, students may contact the Art Department for changing their academic objective to the Bachelor of Fine Arts in Art.

Art 103 Two-Dimensional Design (3)

Art 104 Three-Dimensional Design (3)

Art 107A Beginning Drawing (3)

Art 107B Beginning Painting (3)

Program Requirements

The 132-unit Bachelor of Fine Arts degree program requires a minimum of 81 units in art: The 12 units of studio art "Admission Requirements" plus 12 units of Art History and 57 units of studio art. The major is divided into 21 units of lower-division preparation and 48 upper-division units. In addition to the minimum 69-unit requirement for the B.F.A. degree, students must meet the other university requirements for a bachelor's degree (see the University Catalog and Class Schedule). Whom muslemed or not be bound

To earn a Bachelor of Fine Arts in Art, students must achieve grades of C or better in all art courses required for the degree.

In addition to Art 300 Writing in the Visual Arts (*below), students must also take and pass the Examination in Writing Proficiency (EWP). CERAMICS CONCENTRATION

Preparation (lower-division - 21 units)

Art 106A,B Beginning Ceramics (3,3)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 306A,B Advanced Ceramics (3,3)

Art 326A,B Ceramic Sculpture (3,3)

Art 424A,B Glass Forming (3,3)

Art 484A or 484B or Art 484C Special Studies (3,3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

CRAFTS CONCENTRATION

Preparation (lower-division - 21 units)

Art 123 Descriptive Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 205A,B Beginning Crafts (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 305A,B Advanced Crafts (3,3)

Select 12 units from:

Art 306A,B Advanced Ceramics (3,3)

Art 315A,B Jewelry (3,3)

Art 330 Creative Papermaking (3)

Art 364A,B Stained Glass (3,3)

Art 485A,B,C, or F Special Studies in Crafts (3,3)

Art 495 Internship in Art (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

CREATIVE PHOTOGRAPHY CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 238 Photo Visual Concepts (3)

Art 247 Introduction to Linoleum and Woodcut Prints (3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 317A Life Studies, Drawing and Painting (3)

Art 338A,B Creative Photography (3,3)

Art 348 Artists' Books (3)

Art 439 Creative Photo Studio Projects (3,3)

Art 478 Studio Expanded: Other Genre (3)

Art 489 Special Studies, Creative Photo (3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

DRAWING AND PAINTING CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 207A,B Drawing and Painting (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 307A,B Drawing and Painting (3,3)

Art 317A,B Life Studies, Drawing and Painting (3,3)

Art 487A Special Studies, Painting (3)

Art 487B Life Studies, Drawing and/or Painting (3)

Choose nine units from the following:

Art 487A,B and/or C (3,3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

ENTERTAINMENT ART/ANIMATION CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art & Civilization (3,3)

Art 217 Life Drawing for Animation (3,3)

Art 253 Introduction to Traditional Animation (3)

Select one course from:

Art 123 Descriptive Drawing (3)

Art 263 Perspective Drawing (3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Select two courses from:

Art 317A Drawing and Painting (3)

Art 317B Drawing and Painting (3)

Art 317C Sculpting Life Forms (3)

Art 318A Drawing & Painting the Head and Hands (3)

Art 318B Portraiture (3)

Art 337 Animal and Wildlife Drawing (3)

Art 353A,B Animation (3,3)

Art 367 Elements of Sequential Art (3)

Art 373 Cartooning and Caricature (3)

Select two courses from:

Art 483B Pictorial Background (3)

Art 487E Special Studies in Entertainment/Art Animation (3)

Art 4875 Special Studies in Sequential Art (3)

Art History (3,3)

Art Studio Electives and/or Interdisciplinary courses by approval (3,3)

GRAPHIC DESIGN CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 223A,B Lettering and Typography (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 323A,B Graphic Design (3,3)

Art 338A Creative Photography (3)

Art 363A,B Illustration (3,3)

Art 483A Special Studies in Graphic Design (3,3)

Art 483E Computer Assisted Graphics (3)

Art 495 Internship (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

ILLUSTRATION CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 123 Descriptive Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 223A Lettering and Typography (3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 317A,B Life Studies, Drawing and Painting (3,3)

Art 318A Drawing and Painting the Head and Hands (3)

Art 323A Graphic Design (3)

Art 363A,B Illustration (3,3)

Art 483C Special Studies in Illustration (3,3)

Art 495 Internship in Art (3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

PRINTMAKING CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 207A Drawing and Painting (3)

Art 247 Introduction to Linoleum and Woodcut Prints (3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 307A,B Drawing and Painting (3,3)

Art 317A,B Life Studies (3,3)

Art 338A Creative Photography (3)

Art 347A Printmaking Etching (3)

Art 347B Printmaking Lithography (3)

Art 487D Special Studies in Printmaking (3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

SCULPTURE CONCENTRATION

Preparation (lower-division - 21 units)

Art 117 Life Drawing (3)

Art 201A,B Art and Civilization (3,3)

Art 216A,B Beginning Sculpture (3,3)

Lower-division studio electives (3,3)

Concentration (upper-division - 48 units)

Art 300 Writing in the Visual Arts* (3)

Art 316A,B Sculpture (3,3)

Art 317A,B or C Life Studies, Drawing and Painting and

Sculpting Life Forms (3,3)

Art 326A Ceramic Sculpture (3)

Art 336A,B Casting Techniques and Theories of Cast Sculpture (3,3)

Art 486A Modeling and Fabrication (3,3)

Upper-division art history (3,3)

Upper-division studio art electives (3,3,3,3)

MINOR IN ART

Twenty-four units with a grade of C or better are required for a minor in art; a minimum of 12 units are to be in upper-division courses in residence. A basic course in each of the following areas is required: (1) art history, theory, analysis and criticism; (2) design; (3) drawing and painting; and (4) crafts.

Recommended courses to meet the "basic courses" requirement are: (1) Art 201A or B; (2) Art 103 or 104; (3) Art 107A or B; (4) Art 106A or 205A. Completion of these courses will provide a reasonable foundation for entry into upper-division courses. Students planning to qualify for a standard teaching credential specializing in elementary or secondary teaching with art as a minor must obtain approval from the Art Department.

MASTER OF ARTS IN ART

This program provides a balance of study and practice for those who wish a career in the visual arts, or who want to prepare for further graduate work in the field. The program offers the following areas of concentration: (1) drawing and painting (including printmaking); (2) sculpture; (3) crafts (including ceramics, wood, glass, jewelry/metalsmithing); (4) design (including graphic design, illustration, exhibition design, creative photography); and (5) art history.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission Requirements

- 1. Classified standing:
 - a. A baccalaureate degree in art with the same concentration as the graduate degree objective from an accredited institution, or 24 upper-division units in art of which 12 units must be in a concentration completed with grades of B or better. Applicants are advised that most upper-division courses require lowerdivision prerequisites. A faculty adviser should be consulted with regard to recommended courses.
 - b. GPA minimum of 2.5 in the last 60 semester units attempted.
 - c. Pass comprehensive review: Held semiannually, the comprehensive review is an evaluation of the candidate by a committee comprised of faculty teaching in the area of concentration. The committee reviews the student's creative work, statement of purpose, academic and other relevant qualifications; assigned research papers are required of art history applicants in lieu of a portfolio. Procedures, dates and appointment times are available through the art department graduate office.
 - d. Form a graduate committee.
 - e. Development of an approved study plan.
 - f. Art history program: reading knowledge of a foreign language is required before advancement to candidacy.
- Conditionally classified standing: The same requirements as a. and b. above plus:
 - c. 1) Studio program: Participation in comprehensive portfolio review with a recommendation by the committee of conditional acceptance.
 - 2) Art History program: Satisfactory review of research papers by art history faculty.
 - d. Enrollment is allowed in graduate-level courses with the exception of Art 500A,B; 511; 512; 597; and 598.
 - e. Passing the comprehensive review will be required for classified standing.

Study Plan

The degree program requires 30 units of graduate study approved by the student's graduate committee of which 15 units must be 500-level courses. The 30 units are distributed as follows:

- 1. Core courses in art history, philosophy, analysis and criticism (9 units)
 - a. Studio program:

Art 500A Graduate Seminar in Major Field (3)

Art history program:

Art 511 Seminar on the Content and Method of Art History (3) WITH CLASSIFIED STANDING ONLY)

- b. Studio Program:
 - Art 500B Graduate Seminar in Major Field (3)

 Art history program:
 - Art 512 Seminar on Selected Topics in Art History (3) (ADMISSION WITH CLASSIFIED STANDING ONLY)
- 400-level course in art history, theory, analysis or criticism on the recommendation of the major adviser.
- 2. Concentration (12 units) 500-and/or 400-level courses in an area of concentration (minimum of six units at 500-Level)
- 3. Additional course work in the area of concentration or approved electives (3 or 6 units)
- 4. Art 597 Project (for studio); or Art 598 Thesis (for art history)

 (3 or 6 units) The M.A. study plan must be completed with no grade below C, a B average, and B or better in all courses in the area of concentration. Every graduate student is required to demonstrate writing ability commensurate with the baccalaureate degree. Two graduate seminars are certified to fulfill this university requirement. The Department of Art requires the studio candidate for the Master of Arts in Art to exhibit the project in one of the department's graduate galleries. The art history candidate is required to submit a written thesis based on a specific topic of

For further information consult the graduate program adviser and read the University Graduate Regulations section of this catalog.

MASTER OF FINE ARTS IN ART

The Master of Fine Arts in Art features a rigorous studio program for the serious, responsible and talented student. The curriculum and faculty challenge students to focus on the goal of becoming professional artists.

The M.F.A. program provides in-depth study within a 60-unit approved study plan in the following areas of concentration: (1) design (including graphic design, illustration, and exhibition design); (2) ceramics (including glass); (3) crafts (including jewelry/metalsmithing, and woodworking); (4) sculpture; (5) drawing, painting, and printmaking; and (6) creative photography.

Admission Requirements

- 1. Classified standing:
 - a. Baccalaureate degree in art with the same concentration as the graduate degree objective from an accredited institution, or 24 upper-division units in art,18 of which must be in the concentration completed with grades of B or better. Applicants are advised that most upper-division courses require lower-division prerequisites.
 - b. Minimum grade-point average of 2.5 in the last 60 units attempted and have been in good standing at the last college attended.
 - c. Pass the comprehensive portfolio review: Held semi-annually, the comprehensive portfolio review is an evaluation of the candidate by a committee comprised of faculty teaching in the area of concentration. The committee reviews the student's creative work, statement of purpose, academic and other

relevant qualifications. Procedures, dates, and appointment times are available through the Art Department Graduate Office.

If the student's portfolio is not adequate, the applicant could still be recommended for conditionally classified standing by the faculty comprehensive review committee. However, the comprehensive portfolio review must be repeated.

- d. Form a graduate committee.
- e. Develop an approved study plan.
- 2. Conditionally Classified standing:

Conditionally classified students may enroll in graduate courses with the exception of Art 500A,B; 511, 512, 597; and 598. The comprehensive portfolio review must be repeated and passed to be recommended for classification.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Study Plan

The M.F.A. degree program requires 60 units of graduate study. The study plan must be completed with grades of C or better, an overall B average or better and grades of B or better in the concentration. Every graduate student is required to demonstrate writing ability commensurate with the baccalaureate. Two graduate seminars are certified to fulfill this university requirement. The 60-unit study plan is distributed as follows:

Areas (60 units total)

Theory, Criticism: Art 500A, 500B (6) and Janet Salt of grinn W 00E

Art History (9)

Studio Area of Concentration (24)

Studio Electives in Art (12)

Capstone Experience:

Independent Study: Research (3)

Studio Project (6)

Master of Fine Arts Project

The M.F.A. project exhibition constitutes a professional one-person art exhibit. It is installed in one of the department's graduate galleries and announced for public view by the student as the final phase of the M.F.A. program requirements.

POSTBACCALAUREATE UNCLASSIFIED

Students who do not have the prerequisites to qualify for the graduate program may apply to the university as a postbaccalaureate-unclassified student. Typically, students in this category have a bachelor's degree in art but need to meet the prerequisites for a different concentration; or did not major in art and must complete courses for the 24 upper-division art unit requirement. To qualify for admission, an applicant must hold a baccalaureate degree from an accredited institution, have attained a grade-point average of at least 2.5 in the last 60 units attempted and have been in good standing at the last college attended. Admission with postbaccalaureate standing does not constitute admission to the art graduate program or graduate degree curricula.

CERTIFICATE IN MUSEUM STUDIES

Courses leading to the certificate are designed to educate students in museum practices in preparation for entry into the museum profession. The curriculum includes instruction in the historical development and philosophical basis of collections, exhibitions and their design, and curatorship. A museum internship is required. The certificate in museum studies may be undertaken as a self-contained program or may be taken in conjunction with the Master of Arts in Art degree or the Master of Fine Arts in Art degree or, by special permission, with other graduate degrees in the university. (For an M.A. or M.F.A. in Art degree with an exhibition design emphasis see M.A. and M.F.A. emphases under the design concentration.)

Prerequisites

- 1. B.A. in Art or other major by special permission
- 2. Specific course prerequisites:
- a. 12 units in upper-division art history
 - b. 6 units in graphic design and exhibition design
 - aunits of advanced writing (Communications 435 Editorial and Critical Writing; or Communications 362 Public Relations Writing; or English 301 Advanced College Writing)
- d. 3 units of beginning accounting

Study Plan

The certificate program requires 24 units. The 24 units are distributed as follows:

Art 464 Museum Conservation (3)

Art 481 Seminar in Art History (3)

Art 483D Exhibition Design (3)

Art 495 Internship in Art (3)

Art 501 Curatorship (3)

Art 503D Exhibition Design (3,3)

Course in museum education (3)

For further information, consult the Department of Art.

ART COURSES

Courses are designated as ART in the class schedule.

101 Introduction to Art (3)

Historical and contemporary art forms of painting, sculpture, architecture and design. Field trips required. Not open to art majors for credit except by permission of Art Department. (3 hours lecture)

103 Two-Dimensional Design (3) Type and The graduated at ATOS

Art concepts, aesthetic elements and materials of two-dimensional design and visual organization. (6 hours activity) (CAN ART 14)

104 Three-Dimensional Design (3)

Art concepts, aesthetic elements and materials of three-dimensional design and spatial organization. (6 hours activity) (CAN ART 16)

106A Beginning Ceramics (3)

Form as related to ceramic materials, tools, processes. Kiln loading and firing, hand building, wheel throwing and raku. (9 hours laboratory)

(CAN ART 6) with loadingle durature being conteming quive but being as of the supposed.

106B Beginning Ceramics (3)

Prerequisite: Art 106A. Form as related to ceramics. Glaze batching and its application, and the presentation of ceramic technique. (9 hours laboratory)

107A Beginning Drawing (3)

Traditional and contemporary use of drawing materials integrated with visual experiences and art concepts. (6 hours activity) (CAN ART 8)

107B Beginning Painting (3)

Traditional and contemporary use of painting materials integrated with visual experiences and art concepts. (6 hours activity)

115 The Arts (3)

Prerequisite: admission to the Blended Teacher Education program (BTEP). Survey of the visual and performing arts for individuals preparing to be teachers of children. Includes aesthetic perception, creative expression, arts heritage, and aesthetic valuing.

117 Life Drawing (3)

Drawing the live model. (3 hours activity)

123 Descriptive Drawing (3)

Descriptive drawing, rendering techniques and theories representing forms of nature. (6 hours activity)

201A Art and Civilization (3)

The ideas, forms and styles of the visual arts as they developed in various cultures from prehistoric time to the present.(3 hours lecture) (CAN ART 2; 201A+201B = CAN ART SEQ A)

201B Art and Civilization (3)

The ideas, forms and styles of the visual arts as they developed in various cultures from prehistoric time to the present. (3 hours lecture) (CAN ART 4; 201A + 201B = CAN ART SEQ A)

205A Beginning Crafts (3)

Traditional and contemporary concepts and processes with emphasis on design principles in the development of aesthetic forms based on function. (9 hours laboratory)

205B Beginning Crafts (3)

Prerequisites: Art 103, 104 and 205A. Art 104 may be taken 1 101 concurrently. The development of esthetic forms based on function, with emphasis on design principles and the creative use of hand tools and power equipment. (9 hours laboratory)

207A,B Drawing and Painting (Experimental Methods and wT-201 Materials) (3,3)

Prerequisites: Art 107A,B, 117 or equivalents. Traditional and contemporary concepts, methods and materials. (6 hours activity)

216A,B Beginning Sculpture (3,3)

Prerequisite: Art 104. The creative use of wood and metal, power equipment and hand tools. (9 hours laboratory) (CAN ART 12)

217 Life Drawing for Animation (3) a closed and the balance as

Prerequisite: Art 117. A continuing course of the human figure. Designed to develop animation and student's skills of drawing from observation. Course may be repeated for credit. (6 hours activity)

223A Lettering and Typography (3)

Prerequisite: Art 103. The history, design and use of letter forms; the rendering and use of hand-lettered forms. (6 hours activity)

223B Lettering and Typography (3)

Prerequisite: Art 223A. The history, design and use of letter forms; techniques for rough and comprehensive layouts and introduction to computer graphics. (6 hours activity)

238 Photo Visual Concepts (3)

Prerequisite: Art 103. An introductory photography course for art majors. Course content includes the study of photographic vision and design, visual conceptualization and examination of the qualities of light through the use of instant and automatic cameras.

247 Introduction to Linoleum and Woodcut Prints (3)

Prerequisites: Art 107A,B. An exploration of woodcut, linocut and monoprint as a medium of personal expression. (9 hours laboratory)

253 Introduction to Traditional Animation (3)

Prerequisites: Art 103, Art 104, Art 117, Art 217, or consent of instructor. Principles and practices of traditional animation techniques ranging from the fundamentals of squash and kinetics and acting.

263 Perspective Drawing (3)

Prerequisite: Art 107A, Art 123, equivalents or consent of instructor. Introduction to linear perspective systems used to develop and place natural and fabricated forms in space on a two-dimensional surface. Integrated with methods and techniques of rendering light, shadow and reflection on varied subject matter including the human figure.

300 Writing in the Visual Arts (3) 1000 A000 MA amainful yo

Prerequisite: junior standing. Principles, practices and objectives of writing in the visual arts. Includes descriptive, analytical and expressive essays; project and grant proposals; artist's statements; resumes; and professional correspondence. Satisfies the classroom portion of the upper-division writing requirements for art majors.

301 Ancient Art (3)

The developments in art from the Paleolithic to late antiquity. 1978 M. (3 hours lecture) 2010/06/2019 A H M of T

302 Medieval Art (3)

The developments in art from the late antiquity through the Gothic. (3 hours lecture)

305A,B Advanced Crafts (3,3)

Prerequisites: 205A and 205B. Advanced concepts and processes in the development of esthetic forms based on function, emphasizing individual growth and personal expression. (9 hours laboratory)

306A,B Advanced Ceramics (3,3)

Prerequisites: Art 103, 104 and 106A,B or consent of instructor. Forms and the creative use of ceramic concepts and materials; design, forming, glazing and firing. (9 hours laboratory)

307A,B Drawing and Painting (3,3) mysles and blind box is A 088

Prerequisites: Art 107A,B, 117, 207A,B or equivalents. The concepts, materials and activities of drawing and painting, emphasizing individual growth, plan and craft. (6 hours activity)

310A,B Watercolor (3,3) Lbris BESS AOT EOI ma restrainperent

Prerequisites: Art 107A,B or equivalents. An exploration of water-color media related to varied subject matter and design applications. Includes field trip activity. Provides skills and concepts useful for school art programs. (6 hours activity)

311 Foundations of Modern Art (3)

Prerequisite: upper-division The history of painting and sculpture from the French Revolution to the end of the 19th century. (3 hours blecture)

312 Modern Art (3)

Prerequisite: upper-division standing. The history of painting, graphic arts and sculpture from late 19th century to World War II.

(3 hours lecture)

315A,B Jewelry (3,3)

Prerequisites: Art 205A and 305A. Art 305A may be taken concurrently. Design and creation of jewelry. (9 hours laboratory)

316A,B Sculpture (3,3)

Prerequisites: Art 104 and 216A. Sculptural materials and processes.

(9 hours laboratory)

317A,B Drawing and Painting (3,3)

Prerequisites: three units lower-division life drawing. Drawing and painting from the live model. (9 hours laboratory)

317C Sculpting Life Forms (3)

Prerequisites: ART 103, 104, 117, 217 and 317A or 318A. A threedimensional investigation of any life form, its characteristics and expressive possibilities.

318A Drawing and Painting the Head and Hands (3)

Prerequisites: Art 107A,B and Art 117. Specialized problems in construction and anatomy of the human head and hands, and their principal use in drawing, painting and illustration. (9 hours laboratory)

318B Portraiture (3)

Prerequisites: Art 107A,B. Comprehensive problems in composition, concept, content and execution of portraits. (9 hours laboratory)

320 History of Architecture Before the Modern Era (3)

A study of selected monuments from Stonehenge through the late Baroque. Interrelationship between patronage, style, function, structural principles and technological developments. (3 hours lecture)

323A,B Graphic Design (3,3)

Prerequisites: Art 103, 223A and 223B or consent of instructor. Development and projection of ideas in relation to the technical, aesthetic and psychological aspects of advertising art. Intermediate use of computer graphics. (6 hours activity)

324 Beginning Glass (3) Manual Manual State of the Avoid State of the State of the

Prerequisites: Art 103 and 104 or consent of instructor. Hot glass laboratory equipment and casting techniques. Designing molds and handling hot and cold glass. (9 hours laboratory)

326A,B Ceramic Sculpture (3,3) (8) notramina tol private A888

Prerequisites: Art 103, 104, 117 or consent of instructor. Development of ceramic technology into individual sculptural forms and techniques. (9 hours laboratory)

330 Creative Papermaking (3)

Prerequisites: Art 103 and 104, or consent of instructor. The use of papers and fibers as an art form. (9 hours laboratory)

336A,B Casting Techniques and Theories of Cast Sculpture (3,3)

Prerequisite: Art 316A. Theories and techniques of rigid and flexible moldmaking incorporated with both cold material and hot metal casting processes. Course is recommended for concentrations in Entertainment Art/Animation, Ceramics and Crafts; required for Sculpture concentration. (9 hours laboratory)

337 Animal and Wildlife Drawing (3)

Prerequisites: Art 107A,B, 117, 317A. Principles and practices of drawing animals, including construction, anatomy, texture, movement and expression. Fundamentals, historical information and critiques are covered in the classroom; field studies are conducted at various zoos and wildlife habitats. (6 hours activity)

338A Creative Photography (3)

Prerequisite: Art 103 or its equivalent. The photographic media in personal expression. Historical attitudes and processes; new materials and contemporary aesthetic trends. Field trips required. (9 hours laboratory)

338B Creative Photography (3)

Prerequisite: Art 338A. The photographic medium as personal expression. Historical and contemporary aesthetic issues. Exploration of black and white, color and digital media. Field trips required. (9 hours laboratory)

343A Architecture of Cyberspace (3)

Prerequisites: Art 104 or equivalent and knowledge of Macintosh Operating Systems. Introduction to the logic of digital form. Explores the creation and understanding of 3-dimensional and 4-dimensional virtual forms. Investigation of data manipulation as a form generator. The extension of 3-D design studio in the digital realm. May be repeated once for credit. (9 hours activity)

347A Printmaking Etching (3)

Prerequisites: Art 107A,B, 117, and 247. Concept development, exploration and materials involved in printmaking techniques. Includes etching and aquatint. (9 hours laboratory)

347B Printmaking Lithography (3)

Prerequisites: Art 107A,B, 117, and 247. Concept development, exploration and materials involved in lithography. (9 hours laboratory)

348 Artists' Books (3) (2) (2) (2) Artists' Books (3) (3)

Prerequisite: Art 103, 107A or 247, or consent of instructor.

Personal vision and concepts applied to the book form as art; the history and aesthetics of artists' books. (6 hours activity)

353A Drawing for Animation (3) (8.8) students admired a AACS

Prerequisites: Art 117 and 217. Corequisite Art 317A. Principles and practices of drawing characters, backgrounds and objects for animation. Construction, character design, movement and expression are taught in relation to current studio practice. May be repeated once for credit. (9 hours laboratory)

353B Animation (3) and a mod (2)

Prerequisite: Art 353A. Advanced principles and practices of construction, character design, cleanup, movement and expression. Content is taught in relation to current studio practice. May be repeated once for credit. (9 hour lab)

357 Woodcuts and Monotypes (3) 30 modsoule AlriA

Prerequisites: Art 107A,B or equivalents. The exploration of the woodcut and monotype as a means of personal expression. Emphasis on traditional as well as contemporary materials and trends. Course may be repeated once for credit. (9 hours laboratory)

363A Illustration (3)

Prerequisites: Art 103, 107A,B and 117. Story, book, magazine, and film illustration. (6 hours activity)

363B Illustration (3)

Prerequisite: Art 363A. Computer aided illustration. (6 hours activity)

364A,B Stained Glass (3,3)

Leaded and stained glass; individual exploration, growth, planning and craftsmanship. (6 hours activity)

367 Elements of Sequential Art (3)

Prerequisite: Art 317A. Theory and practice of pictorial narrative in film story-board and graphic novel. Includes character and scenic design; story sketch, "breakdown" and production design. Considerations: plot, scene, exposition, transition and continuity. Individual and team projects. Repeatable once for credit. (6 hours activity)

373 Cartooning and Caricature (3)

Prerequisites: Art 107A, 107B, 117, or approval by instructor. Principles and practices of cartooning and caricature construction, anatomy and expression. Study will also include an historical overview of the field with an emphasis on professional applications and the impact of computer graphics. (6 hours activity)

377 The Figure: Alternative Representations (3)

Prerequisites: Art 117 (or equivalent) and 3 units of a lower-division studio course or consent of instructor. An interdisciplinary course that explores alternative ways to create art that is based on the human figure. Students work in class with professional models or pursue individual projects. There are no media or style limitations. Experimentation is encouraged. Course may be repeated once for credit.

380 Art and Child Development (3)

Art concepts, materials and processes as they relate to child development. (6 hours activity)

383 Packaging Design (3)

Prerequisites: Art 103, 104, 223B, and 323A or their equivalent, working knowledge of the Macintosh computer or consent of instructor. Principles and practices of design in relation to packaging graphics. Focus on conceptual development. Mechanical skills and historic elements of the discipline. Includes two field trips to a printing facility and design studio that specializes in packaging. Course may be repeated once for credit.

401 History of Women Artists (3)

Prerequisite: Art 201B. Study of art made by women in the context of major art historical developments from the 10th century to the present. Analysis of images of women and the evolution of gender stereotypes in art. (3 hours lecture) Not available for graduate credit.

413 History of Contemporary Art (3)

Prerequisites: 312 and 461 or consent of instructor. A historical perspective of contemporary art beginning with major developments in Europe and the United States in the 1950s. Emphasis on new materials, new exhibition methods, and in particular the major conceptual issues raised by individual artists and groups. (3 hours lecture)

423 Computer Animation (3)

Prerequisite: Art 323A or 363B or equivalent. The exploration of advanced computer application in the creation of visual images and concepts through three-dimensional modeling and animation. Field trips required. (6 hours activity)

424A,B Glass Forming (3,3)

Prerequisites: Art 103, 104, 324 or consent of instructor. The chemistry, handling and manipulation of glass and its tools and equipment for the ceramic artist. (9 hours laboratory)

431 Renaissance Art (3)

Prerequisite: Art 201B (art majors) or Art 101 (non-art majors). Painting, sculpture and architecture from the late 13th to 16th century in Italy. (3 hours lecture)

439 Creative Photo Studio Projects (3)

Prerequisites: Art 338A and B or consent of instructor. This is an advanced technical class designed to perfect and refine photographic skills. Students will learn to integrate technical skills with creative options. Course may be repeated for credit. Maximum nine units for credit.

441 Media Exploration for Teaching Art (3)

Prerequisites: Art 103, 104, 107A,B, 205A or consent of instructor. Exploring the art media used in secondary school art programs today. Materials for secondary art curriculum. Two and three dimensional media in subject matter applications. (6 hours activity)

448 Special Studies: Artists' Books and Art (3)

Prerequisites: Art 103, 107A, or 347A or 348 or consent of instructor. A studio art course for advanced students who want to continue to explore the book form as it relates to their personal aesthetic goals.

453AB Exhibition Design (3,3)

Technical and aesthetic experience in problem-solving exhibition design concepts, evaluation and design analysis. The production of exhibitions in the University Art Gallery, their selection, design, installation, lighting and supportive interpretive material. (More than 9 hours laboratory)

460 Pre-Columbian Art (3)

Prerequisites: Art 201A,B or consent of instructor. An introduction to the art and architecture of Meso and South America from the early formative stage to the Spanish Conquest. Emphasis on aesthetic achievement with varying contexts of pre-Columbian culture.

(3 hours lecture)

461 American Art: 20th Century (3)

Painting and sculpture in America during the 20th century. The role of the visual arts in helping to define, reflect and challenge American values and institutions.(3 hours lecture)

462 Latin American Art from 1800 to the 1950s (3)

Prerequisite: Art 311 or 312. History of painting, sculpture and the graphic arts in Latin America. Emphasis on the changing relationship to European Modernism and major principles of Latin American cultural and political identity as expressed in art. (3 hours lecture)

Not available for graduate degree credit.

463 Native North American Art (3)

Prerequisite: Art 201A. A survey of the art and architecture of the Native Peoples of North America from c. AD 1 to the present. Emphasis on the relation between art and culture.

464 Museum Conservation (3)

Prerequisites: Art 453A and six units of art history or anthropology. The examination of the preservation of objects; the history, role and principles of conservation within a museum context. Three combined sessions at Conservation Center, LACMA; Huntington Library; J. Paul Getty Museum; and Museum of Cultural History, UCLA. (3 hours lecture)

465 Art of Sub-Saharan Africa (3)

Prerequisite: Art 201A or permission of instructor. A survey of the art and architecture of sub-Saharan Africa from c. 300 BC to present. Emphasis is on the relation between art and culture.

466 Museum Education (3)

Prerequisites: six units 300-400 Art History or equivalent. History of museum education, its philosophy and issues. Relationship with other museum departments, outreach programs, new technology. Events organization, writing interpretive materials, budgets and grants, conducting tours. Lectures, field trips and guest speakers. (3 hours lecture)

470 History and Aesthetics of Photography (3)

Prerequisites: 201A,B. Photography from ancient optical observations through 19th-century invention to 20th-century acceptance as an art form. Aesthetic movement and influential innovators. Lectures, slides and class discussion. (3 hours lecture)

472 Native Arts of California and the Southwest (3)

Prerequisites: Art 201A and 463. A survey of the native arts and architecture of California and the Southwest from c. 500 BC to present. Emphasis is on the relation between art and culture.

475 Professional Practices in the Arts (3)

Prerequisite: Art major with junior or above standing. Practices unique to the visual arts, including an overview of changing concepts in the art market, traditional roles in cultural context, portfolio development, strategies for protecting ideas and avoiding abuses, and long-term professional development. (3 hours lecture)

478 Studio Expanded: Other Genre (3)

Prerequisite: any 400-level studio art course or permission of instructor. Exploration of various methods of expanding traditional studio approaches through the investigation of installation, performance and video art. May be repeated for credit to a maximum of 12 units, but no more than three units in a single semester. (6 hours activity)

479 Video: Aesthetics and Techniques (3)

Prerequisites: six units of upper-division studio courses. This course is designed to advance the student's understanding of video as a medium of visual expression. Students will examine all aspects of fine art video: history, aesthetics, camera work, non-linear editing and post-production techniques. Course may be repeated for credit for a maximum of 12 units.

480T Selected Topics in Art History (3)

Prerequisites: Art 201A or B and consent of instructor. Detailed study of the work of individual artists, patronage in particular places, specific pictorial, sculptural and architectural programs or art history periods. Topics will be listed in the class schedule. Repeatable if topic is different. (3 hours lecture)

481 Seminar in Art History (3)

Prerequisites: six units upper-division art history or equivalent. Study and evaluation in one area of art history and appreciation. May be repeated up to a maximum of 6 units.

483A Special Studies in Graphic Design (3)

Prerequisites: a minimum of six upper-division units in area emphasis or equivalent. Maximum of 12 units, but no more than 3 units in a single semester without permission of instructors. Advanced use of computer graphics. (6 hours activity)

483B Pictorial Background (3) of 4 to somether A bus vrotail 074

Prerequisites: Art 363A plus 3 upper-division units in area of emphasis or equivalent. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. Team collaboration and individual development through the exploration of story concepts, research, design and media for rendering and painting background environments. Exposure to historical precedents, color theory, perspective, theatrical composition, painting and drawing media, and stylization for dramatic impact.

483C Special Studies in Illustration (3)

Prerequisites: a minimum of six upper-division units in area emphasis or equivalent. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors.

(6 hours activity)

483D Special Studies in Exhibition Design (3)

Prerequisites: a minimum of six upper-division units in area emphasis or equivalent. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors.

(More than 9 hours laboratory)

483E Computer Assisted Graphics (3)

Prerequisites: Art 323A or Art 363A and consent of instructor. Theory and practice of design using the computer. Students will explore the numerous applications of the computer through lecture demonstration, studio/laboratory experience, guest speakers and field trips. Maximum of 12 units, but no more than three units in a single semester without permission of instructors. (9 hours laboratory)

483F Design for Interactive Art (3)

Prerequisites: Art 483E. Exploration of the creation of interactive art and design projects. A concentration in the advanced visual organization systems of art and design and how to apply those techniques to an interactive computer environment. Course may be repeated once for credit. (9 hours laboratory)

483G Entertainment Graphics (3)

Prerequisites: Art 323A, 323B, and 483E. An advanced course in entertainment graphics focusing on structure, procedure and standards of the entertainment design field. Students will work on projects from a major entertainment design group, developing concepts and designs for comparison with professional solutions. Course may be repeated for credit. Maximum six units.

483I Motion Graphics Design (3)

Prerequisites: Art 483E (including completion of all 483E prerequisites) and instructor's consent; knowledge of film production/editing helpful. Translation of traditional graphic design into time and motion-based design. Exposure to historical precedents, film nomenclature, storyboarding, software/hardware for the creation of film titles, station/program identification (logo/logotypes), promotion graphics. Course may be repeated once for credit.

484 Special Studies in Ceramics (3) Seath A confined language 844

Prerequisites: a minimum of six upper-division units in ceramics.

Maximum of 12 units in each area, but no more than three units in any one area in a single semester. (9 hours laboratory)

484A Ceramics (3)

484B Glass Forming (3)

484C Glass Casting (3)

485 Special Studies in Crafts (3)

Prerequisites: a minimum of six upper-division units in designated area or consent of instructor. Maximum of 12 units in each area, but no more than three units in any one area in a single semester. (9 hours laboratory)

485A Jewelry (3)

485B General Crafts (3)

485C Metalsmithing (3)

485F Papermaking (3)

486 Special Studies in Sculpture (3)

Prerequisites: Art 316A,B and consent of instructor. Maximum of 12 units but no more than three units in a single semester. (9 hours laboratory)

486A Modeling and Fabrication. (3)

486B Casting (3)

487 Special Studies in Drawing and Painting and Printmaking (3)

Prerequisites: a minimum of six upper-division units in drawing and painting, or consent of instructor. Maximum of 12 units in each area, but no more than three units in any one area in a single semester without permission of instructors.

487A Special Studies in Painting (3)

487B Life Studies: Drawing and/or Painting (3)

487C Special Studies in Drawing (3)

487D Special Studies in Printmaking (3)

487E Special Studies in Entertainment Art/Animation (3)

Prerequisites: Twelve units of upper-division courses in the entertainment art/animation concentration. Planning, development and evaluation of individual projects. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (3 hours activity)

4875 Special Studies in Sequential Art (3)

Prerequisite: Art 367. Individual investigation and development of a specialized portfolio in one or more of the following: character design; story sketch and/or production design; storyboard; or, graphic novel. Maximum of 12 units, but no more than 3 units in any one area in a single semester without permission of instructors. (6 hours activity)

489 Special Studies in Creative Photography (3)

Prerequisites: a minimum of six upper-division units in photography courses or equivalent. Photography as personal expression. Maximum of 12 units but no more than three units in a single semester. (9 hours laboratory)

495 Internship in Art (3)

Prerequisite: senior standing as a declared BFA in Art major. Work in a specific art field in business or industry.

499 Independent Research (1-3)

Open to advanced students in art with consent of department chair and written consent of instructor. May be repeated twice more for credit.

500A Graduate Seminar in Major Field (3)

Prerequisite: Classified Standing. Directed research in the area of major emphasis. Oral and written material on historical backgrounds and developments in art as they relate to individual intent as an artist and in support of the master's project (with 500B meets graduate level writing requirement).

500B Graduate Seminar in Major Field (3)

Prerequisite: Classified standing and 500A recommended. Problems and issues in art. Intellectual clarification and verbal articulation of individual intent as an artist. Oral and written material in support of the master's project (with 500A meets graduate level writing requirement).

501 Curatorship (3)

Prerequisites: B.A. in art, anthropology or other major by special permission, and Art 466 and 481. The curator collects, cares for and studies objects.

503 Graduate Problems in Design Course Series

Prerequisite: Classified Standing or consent of instructor. Planning, development and evaluation of individual projects listed below. Maximum of 12 units in each area, but no more than three units in any one area in a single semester without permission of instructors.

503A Graphic Design (3)

(6 hours activity)

503C Illustration (3)

(6 hours activity)

503D Exhibition Design (3)

(More than 9 hours laboratory)

504 Graduate Problems in Ceramics Course Series

Prerequisite: Classified Standing or consent of instructor. Planning, development and evaluation of individual projects in ceramics, glass forming and glass casting. Maximum of 12 units in each area but no more than three units in a single semester without permission of instructors. (9 hours laboratory)

504A Ceramics (3)

(9 hours laboratory)

504B Glass Forming (3)

(9 hours laboratory)

504C Glass Casting (3)

(9 hours laboratory)

505 Graduate Problems in Crafts

Prerequisite: Classified Standing or consent of instructor. Planning, development and evaluation of individual projects listed below.

Maximum of 12 units in each area but no more than three units in a single semester. (9 hours laboratory).

505A Jewelry (3)

(9 hours laboratory)

505B General Crafts (3)

(9 hours laboratory)

506A,B Graduate Problems in Sculpture (3,3)

Prerequisite: Classified Standing or consent of instructor. Planning, development and evaluation of individual projects in sculpture.

Maximum of 12 units in each area but no more than three units in a single semester. (9 hours laboratory).

507 Graduate Problems in Drawing, Painting and Printmaking (3)

Prerequisite: 12 units of upper-division drawing and painting.

Planning, development and evaluation of individual projects listed below, Maximum of 12 units in each area but no more than three units in a single semester without permission of instructors.

507A Painting (3)

(6 hours activity)

507B Life Drawing (3)

(9 hours laboratory)

507C Drawing (3)

(6 hours activity)

507D Printmaking (3)

(9 hours laboratory)

508A,B Graduate Problems in Creative Photography (3,3)

Prerequisite: consent of instructor. Planning, development and evaluation of individual projects in photography. Maximum of 12 units in each area, but no more than three units in a single semester. (9 hours laboratory).

511 Seminar on the Content and Method of Art History (3)

Prerequisite: Art 481 or consent of instructor. Methods of research, analysis and theories of art historical scholarship. May be repeated up to a maximum of 6 units.

512 Seminar on Selected Topics in Art History (3)

Prerequisites: appropriate upper-division Art course approved by instructor and Art 511. Analysis and evaluation of specific works and their historical significance including cultural, social and economic circumstances. May be repeated up to a maximum of 6 units

548 Graduate Problems in Artists' Books (3)

Prerequisite: Art 448 or consent of instructor. Investigation and application of principles of the book form to visual art and design, illustration, photography and printmaking media. Development of original works of art, which demonstrate competency in design, construction, and fabrication of graduate quality visual books. (Six hours of activity) Course may be repeated for a maximum of 12 units.

577 The Figure: Advanced Alternatives (3)

Prerequisites: Art 377 or graduate status and consent of instructor. Advanced exploration of the human figure and figurative arts, including representational and conceptual art forms. Students pursue individual projects and/or work in class with professional models. All media and styles are welcomed. Experimentation is encouraged. Course may be repeated once for credit.

578 Graduate Studio Expanded: Other Genre (3)

Prerequisite: Any 400-level studio art course or consent of instructor. This graduate studio course examines all aspects of new genre work, including conceptual, historic and theoretical approaches. Studio disciplines that will be investigated are installation, performance art, video and public art.

579 Graduate Problems: Aesthetics and Advanced Techniques of Video (3)

A graduate course designed to advance the student's production of a video as a medium of visual expression. Students will examine all a spects of fine art video; history and aesthetics, camerawork, non-linear and assemble editing, post production techniques video installations and the role of video as a medium of contemporary fine art production.

597 Project (3 or 6)

Prerequisites: Art 500A,B, written consent of instructor and recommendation of the student's graduate committee. Art 500B may be taken concurrently with Art 597 on approval of instructor. Development and presentation of a creative project in the concentration beyond regularly offered coursework.

598 Thesis (3 or 6)

Prerequisites: Art 511, 512, written consent of instructor and recommendation of the student's graduate committee.

599 Independent Graduate Research (1-3)

Open to graduate students in art with consent of department chair and written consent of instructor. May be repeated for credit.

ART EDUCATION COURSES

Art Education courses are designated as ARTE in the class schedule.

442 Teaching Art in Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and practices for teaching art in secondary schools. Required before student teaching of majors in art for the Single Subject Teaching Credential.

449E Externship in Secondary Teaching (3)

See description and prerequisites under Division of Teacher Education. Offered every fall semester.

449I Internship in Secondary Teaching (10)

See description and prerequisites under Division of Teacher Education. Concurrent enrollment in Art Education 449S required.

449S Seminar in Secondary Teaching (3)

Taken concurrently with Art Ed 449I. Seminar in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Taken Credit/No Credit. A "B" or better is required to receive a grade of credit.



Asian American Studies

College of Humanities and Social Sciences

PROGRAM COUNCIL

The program council consists of faculty and non-faculty from on and off-campus groups who provide direction and support for the Asian American Studies Program: Gloria Bogdan (Anthropology, Orange Coast College), Jeffrey Brody (Communications), Juana Chen (Asian American Studies), Mary Kay Crouch (English), Thomas Fujita Rony (Asian American Studies), Angela Gee (Management), William Gudykunst (Speech Communications), Art Hansen (History), Craig K. Ihara (Philosophy), Richard Jong (Asian American Studies), Ellen Junn (Child Development), Daniel Kee (Psychology), Mikyong Kim-Goh (Human Services), Lisa Mori (Psychology), Michael Perez (Sociology), Sherri Sawicki (English), Yichen Shen (English), Scott Tang (American Studies), Jie Tian (Library), Son Kim Vo (Intercultural Development Center).

INTRODUCTION

The minor and the option in Asian American Studies are designed for students who have an interest in learning about the experiences, expression and social conditions of Americans of Asian ancestry, including those whose origins trace back to central, south and southeast, as well as east Asia and the Pacific Islands.

Cross-disciplinary in nature, Asian American Studies draws on a wide variety of courses offered throughout the university which relate to Asian American history, art, literature, politics, socio-economics, psychology and relations to other ethnic and sociopolitical groups. In addition, the Asian American Studies Program currently offers twenty-one (21) of its own courses.

The goals of both the option and the minor are to encourage more students to do work in the area and to prepare students in selected career paths where sensitivity to and knowledge of Asian American issues, history and artistic expression are important. These include careers in counseling, human services, nursing, public administration, law and the health professions; teaching careers in history, English, political science, psychology, sociology, as well as elementary school education.

Two features of the Asian American programs are of special note. First, there is a conscious effort to inform and sensitize students to other ethnic groups and to their interrelationships and commonalities. Second, there is a definitive emphasis on contributing to Asian American communities and, thereby, the larger society. The requirement in experiential and community-based learning is one example of our effort to combine learning with service.

The option in Asian American Studies may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in Social Studies. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN ETHNIC STUDIES OPTION IN ASIAN AMERICAN STUDIES

The B.A. in Ethnic Studies (Asian-American Studies) requires a minimum of 120 units, which includes courses for the option, General Education, all University requirements, and free electives.

PROGRAM COORDINATOR

Craig K. Ihara

PROGRAM OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/asian-american/

PROGRAMS OFFERED

Minor in Asian American Studies

Bachelor of Arts in Ethnic Studies

Option in Asian American Studies

INSTRUCTIONAL FACULTY

Jeffrey Brody (Communications), Mary Kay Crouch (English), Thomas Fujita Rony (Asian American Studies), William Gudykunst (Speech Communications), Art Hansen (History), Mikyong Kim-Goh (Human Services), Eliza Noh (Asian American Studies), Michael Perez (Sociology), Yichin Shen (English and Comparative Literature), Scott Tang (American Studies), Son Kim Vo (Intercultural Development Center).

ADVISER

Thomas Fujita Rony Humanities 324B The Option in Asian American Studies requires 36 units of course work in Asian American Studies. If a student chooses the B.A. in Ethnic Studies (Asian American Studies) as a second major, up to 9 units can double-count in general education.

Other Asian American Studies requirements can be double-counted in a student's primary major.

Core Courses (12 Units)

Asian American 101 Introduction to Ethnic Studies

Asian American 201 History of Asian Pacific Americans

Asian American 300 Introduction to Asian Pacific American Studies

Asian American 400 Research and Writing in Ethnic Studies

Topical Requirements (12 units)

In consultation with an adviser, students may focus their studies on Asian American Ethnic Groups; topics in Asian American Studies such as literature, art, communication, families, psychology, or law, etc.; or Non-Asian Ethnic Groups and Inter-ethnic relations in the U.S.

Students must take two courses from the courses listed below:

Specific Asian American Ethnic Groups (6 units)

Asian American 220 Vietnamese Communities in the U.S. (3)

Asian American 360 Mixed Heritage Asian Americans (3)

Asian American 362 The Filipino/American Experience (3)

Asian American 364 The South Asian American Experience (3)

Asian American 366 The Korean American Experience (3)

Asian American 370 The Chinese American Experience (3)

History/Asian American 411 World War II Japanese American Evacuation (3)

The remaining six units must be selected from the two categories listed below.

1. Topics in Asian American Studies

Asian American 308 Asian American Women (3)

Asian American 320 Asian American Creative Expression (3)

Asian American 327 Asian American Literature (3)

Asian American 340 Asian American Communication (3)

Asian American 342 Asian Pacific American Families (3)

Asian American 344 Asian Pacific American Identities (3)

Asian American 346 Asian American Psychology (3)

Human Services 318 Human Services for Immigrants and Refugees (3)

Communication 438T Specialized Reporting (Reporting in Minority Affairs) (3)

English 323T Cultural Pluralism in American Literature (when topic covers Asian American author) (3)

2. Non-Asian Ethnic Groups and Inter-ethnic Relations in the U.S.

Afro Ethnic 310 Black Women in America (3)

Afro Ethnic 311 Intracultural Socialization (3)

Afro Ethnic 320 Black Political Thought (3)

Afro Ethnic 322 Psychology of Afro-American (3)

Afro Ethnic 335 History of Racism (3)

American Studies 301 The American Character (3)

American Studies 377 Prejudice and American Culture (3)

Chicana/o 220 Mexican Heritage (3)

Chicana/o 303 Cultural Differences in Mexico and the Southwest (3)

Chicana/o 337 Contemporary Chicano Literature (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

History 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Sociology 357 Minority Group Relations (3)

Women's Studies 302 Intro to Intercultural Women's Studies (3)

Asian Language or Asian Cultures and Social Institutions (6 units)

Asian Languages

Chinese 100 Introduction to Chinese Conversation (3 units)

Chinese 101 Fundamental Chinese A (5 units)

Chinese 102 Fundamental Chinese B (5 units)

Japanese 101 Fundamental Japanese A (5 units)

Japanese 102 Fundamental Japanese B (5 units)

Any 200 or higher level course in Chinese or Japanese

Vietnamese 201 Vietnamese for Vietnamese Speakers (3)

Vietnamese 202 Vietnamese for Vietnamese Speakers (3)

Asian Cultures and Institutions

Topics include, but are not limited to the following courses:

Anthropology 347 Peoples of Asia (3)

Comparative Literature 423T Topics in Asian Literature (3)

English /Asian Amer 327 Asian American Literature (3)

Geography 340 Asia (3)

History 464B History of Contemporary Southeast Asia (3)

History 465A,B History of India (3)

Philosophy 350 Asian Philosophy (3)

Philosophy 352 Philosophy of Asian Martial Arts (3)

Political Science 434 China and Japan: Friends or Foes? (3)

Comparative Religion 270T Introduction to Asian Religions (3)

Comparative Religion 353 Buddhism in India (3)

Comparative Religion 354T Topics in Buddhism (3)

Speech Comm 492T Proseminar in Speech Communication (when topic covers intercultural communication) (3) A provided Autority

Community Research Requirement (6 units)

Students may choose from one or two of the following courses. The courses may be repeated for credit.

Asian American 499 Independent Study. This course involves completing a senior project requiring community research. Students are required to display knowledge, understanding, and application of research, methods and culturally-relevant skills to solve real world problems in an Asian Pacific American community setting.

- Oral history fieldwork. This course provides students with experience in an Asian Pacific American community agency or organization.
 Please consult the department for information on the course number, title, and scheduled offerings.
- 3. Asian American 495 Internship in Asian American Studies. This course combines work in a community organization with regular class meetings and written assignments. This can include the analysis of community based organizations along ethnic, class, and/or gender lines; or interns of Asian American literature or art; or in terms of power politics, historical developments, or in minority group psychology. Please consult the department for information on the course number, title, and scheduled offerings.

MINOR IN ASIAN AMERICAN STUDIES

The minor consists of 21-23 required units distributed among categories listed below with at least six upper-division units.

Core Courses (6 units)

Asian American 201 History of Asian Pacific Americans (3)
Asian American 300 Introduction to Asian Pacific American Studies (3)

Comparative Cultures Breadth Requirement (3 units)

A course on a different minority group in America should be selected from an approved listing in consultation with the program coordinator or a faculty adviser. Courses include, but are not limited to



the following: Afro 304, 310, 311, 317, 320, 322, 335; American Studies 301, 377; Chicano 220, 303, 305, 331, 332, 337, 340, 450; Comparative Religion 305; History 190; Sociology 133, 357; Women's Studies 302.

Topical Requirements (6 units)

Select two three-unit courses in Asian Pacific American Studies, chosen in consultation with a faculty adviser. Topics include, but are not limited to the following courses: Asian American 220, 308, 320, 327, 340, 342, 344, 346, 360 362, 364, 366, 370; History 411; Human Services 318; English 323T; Communications 438T

Asian Language or Asian Cultures and Social Institutions Requirement (3-5 units)

One course in an Asian language (3-5 units), or one three-unit course on Asian cultures or Asian social institutions, chosen in consultation with the undergraduate adviser.

Approved courses include, but are not limited to the following:

Asian Languages

Chinese 100 Introduction to Chinese Conversation (3)
Chinese 101 Fundamental Chinese A (5 units)

Chinese 102 Fundamental Chinese B (5 units)

Japanese 101 Fundamental Japanese A (5 units)

Japanese 102 Fundamental Japanese B (5 units)

Vietnamese 201 Vietnamese for Vietnamese Speakers (3)

Vietnamese 202 Vietnamese for Vietnamese Speakers (3)

Any 200 or higher level course in Chinese or Japanese

Asian Cultures and Social Institutions

Anthro 347; Comp Lit 423T; Comparative Religion 280, 353, 354T; Geography 340; History 464B, 465A; Philosophy 350, 352, 353, 354T; Poli Sci 433, 434; Speech Comm 492C

Community Research Requirement (3 units)

Students choose one of the following:

Asian American 499 Independent Study. This course involves completing a senior project requiring community research. Students are required to display knowledge, understanding, and application of research, methods, and culturally-relevant skills to solve real world problems in an Asian Pacific American community setting.

Oral history fieldwork. This course provides students with a service learning experience in an Asian Pacific American community agency or organization. Please check the department for information on the course number, title, and scheduled offerings.

ASIAN AMERICAN STUDIES COURSES

Courses are designated as ASAM in the class schedule.

101 Introduction to Ethnic Studies (3) visual a partial to a grown radio (Same as Afro-Ethnic Studies 101) who both production are producted and production of the studies (3) visual and production to Ethnic Studies (3) visual and production t

201 History of Asian Americans (3) The manufacture of the Asian American (3) The Manufacture of the Asian (3) The Manufacture of the Asian American (3) The Manufacture of the Asian (3) The Manufacture of the Manufacture of the Asian (3) The Manufacture of the Manufacture of the Manufacture of the Asian (3) The Manufacture of the Manufacture o

(Same as History 201)

220 Vietnamese Communities in the U.S. (3)

Prerequisite: completion of General Education Category III.C.1.

A historical and cultural overview of Vietnamese communities in the U.S., especially Orange county. It covers the vital role of voluntary agencies, mutual assistance associations, and religious centers.

Vietnamese business, entertainment, family, education and hobbies will also be examined.

300 Introduction to Asian Pacific American Studies (3) (Formerly 105)

Prerequisite: completion of General Education Category III.C.1.

Interdisciplinary exploration of the experiences of several Asian

American groups. Addresses questions of cultural assimilation and cultural persistence, family and gender roles, and literary and popular culture representations.

308 Asian American Women (3)

Prerequisite: junior or senior standing. An interdisciplinary examination of Asian and Pacific Islander American women's experience. It compares and contrasts the experience of women from various parts of Asia and explores the social, cultural and political issues they face both in the U.S. and abroad. (Same as Women's Studies 308)

320 Asian American Creative Expression (3)

Prerequisite: completion of General Education Categories III. B.1 and 2. This course explores Asian American life as portrayed through novels, short stories, plays, poetry, film, music, painting, dance, and other expressive forms. It examines both historical and contemporary works by a variety of Asian and Pacific Americans.

327 Asian American Literature (3)

Prerequisite: completion of General Education Category III.B.2.

This course introduces early literary expressions of the Asian American experience. Readings include poetry, short stories, novels, and autobiographies. Students will gain a fundamental understanding of Asian American literary history and become increasingly aware of the cultural diversity in America. (Same as English 327)

340 Asian American Communication (3)

Prerequisites: junior or senior standing and completion of General Education Category III.C.1. An introduction to Asian American communication. The influences of Asian American cultural heritage, ethnic identity, generation, and language fluency on communication are examined. Similarities and differences in communication among the various Asian American ethnic groups are presented. (Same as Speech Comm 340)

342 Asian Pacific American Families (3)

Prerequisite: completion of General Education Category III.C.1. Asian Pacific American families have ranged from the seemingly solitary "bachelor" to the extended "clan." We will explore these, and many other ways of being a "family," as it has been a basic part of Asian Pacific American history and culture.

344 Asian Pacific American Identities (3)

Prerequisite: completion of General Education Category III.C.1. Interdisciplinary explorations of the ways in which those of Pacific Islander, Southeast, South and East Asian descent have met the challenge of being American at the personal level. Covers social construction of racial/ethnic identities, cultural conflict, self-determination and personal growth.

346 Asian American Psychology (3)

This course involves in-depth analysis of major issues in the Asian American community from a psychosocial perspective, including ethnic identity development, generational conflicts, the "model minority" myth, interracial relationships, attitudes toward mental health services and alternative healing/therapeutic approaches. (Same as Psychology 346)

360 Mixed Heritage Asian Americans (3)

Prerequisite: completion of the General Education Category III.C.1. Overview of the mixed heritage Asian American population in the USA. The course will survey the historical avenues that led to the United States and to inter-ethnic alliances. The many challenges this multi-ethnic population faces will be examined.

362 Filipina/o American Experience (3)

Prerequisite: completion of General Education Category III.C.1.

An introduction to Filipina/American Studies, covering point of origin, immigration, legal barriers, economic struggles, civil rights and other current issues.

364 The South Asian American Experience (3)

Interdisciplinary course that explores the experience of South Asian Americans originally from India, Pakistan, Bangladesh or Sri Lanka. It focuses on questions regarding influence of American culture on South Asian American identity, intergenerational concerns and cultural continuity among others.

366 The Korean American Experience (3)

Prerequisite: completion of the General Education Category III.C.1. Examination of historical events and contemporary issues such as Korean American immigration, Korean identity, inter-ethnic relations, gender issues, and Korean American Entrepreneurship within the context of social, political, and economic conditions of Korea and the United States.

370 The Chinese American Experience (3)

Prerequisite: completion of the General Education Category III. *C*, 1. An introduction to the experiences of Chinese in the United States. It will examine historical events and contemporary issues, including Chinese immigration, exclusion, Chinese American identity, racial violence, and gender.

400 Research and Writing in Ethnic Studies (3)

Prerequisite: Afro-American 101 or Asian American 101 or Chicano 101 and Afro American 107 or Asian American 300. An introduction to research and writing in ethnic studies. Issues of research in ethnic studies (e.g. quantitative v. qualitative analysis, reliability/validity) and specific methods of research (e.g. archives, interviews, oral history) will be examined. Extensive writing is required. A grade of "C" or better is required to satisfy the upper-division writing requirement. (Same as Afro-Ethnic 400 and Chicano 400).

411 World War II Japanese American Evacuation (3)

Not available for graduate dégree credit. (Same as History 411)

495 Internship in Asian American Studies (3)

Prerequisites: six upper-division units in Asian American Studies. One hundred (120) hours practical experience in some organization serving the Asian Pacific American community. Regular meetings with faculty advisor. May be repeated once for credit.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for a more complete course description.

499 Independent Study (1-3)

Supervised research and/or service learning projects in Asian American Studies to be taken with consent of instructor and program coordinator. May be repeated for credit.

INTRODUCTION

Asia, more than any other region in the world, has become the focus of extensive international business, political relationships, and cultural exchange. Millions of people of Asian descent have become an integral part of American society. Indeed, California, more than any other place in the United States, is the residence of immigrants from throughout Asia. In order to keep pace with current developments in this extremely important part of the world, students are encouraged to take advantage of the opportunity to minor in Asian Studies.

The faculty for the Asian Studies Minor is drawn from several departments. What they have in common is that they teach and do research on Asia. The interdisciplinary nature of the Minor allows students the unique opportunity to learn about Asia from broad and differing perspectives.

MINOR IN ASIAN STUDIES

The minor consists of 21 units: 6 units chosen from the listed core courses and 15 units of electives chosen in consultation with an adviser as outlined below.

Core Courses (6 units)

Anthro 340 Peoples of Asia (3)

OR Anthro 347 Peoples of the Pacific (3)

Geography 340 Asia (3) (E) asiburg second anylong through the second second to the second second second to the second sec

Electives (15 units)

One course each from three of the four following categories, plus 6 units of advisor-approved electives:

Language, Culture, Geography, and Human Behavior

Anthro 340 Peoples of Asia (3)*

Anthro 347 Peoples of the Pacific (3)*

Any Japanese Language Course

Any Chinese Language Course

Any Vietnamese Language Course

Geography 330 California Landscapes (3)

Geography 340 Asia (3)

Kinesiology 151 Aikido (1)

Kinesiology 152 Karate (1)

Speech Comm 320 Intercultural Communication (3)

*One of these is applicable as an elective if not chosen as a core course.

History and Politics

History 360 Modern Asia: Nationalism and Revolutionary Change (3)

History 461 Modern Vietnam (3)

History 462A History of China (3)

History 462B History of China (3)

History 462C China Since 1949 (3)

PROGRAM COORDINAOR

William W. Haddad (History)

PROGRAM OFFICE

Humanities 815F

PROGRAM OFFERED

Minor in Asian Studies

PROGRAM COUNCIL

Ian Bailey (Kinesiology and Health Promotion), K. Chu (Economics), Craig Ihara (Philosophy), Irene Lange (Marketing), Keiji Matsumoto (Foreign Languages), Vera Simone (Political Science), Preston Stedman (Music), Barbara Weightman (Geography), Rich Wiseman (Speech Communication) and Heping Zhao (English). History 463A History of Japan (3)

History 463B History of Japan (3)

History 464A History of Southeast Asia 1850-1945 (3)

History 464B History of Contemporary Southeast Asia (3)

History 465A History of India (3)

History 465B History of India (3)

History 490T Senior Research Seminar (3) (Where course topic focuses on area of Asia).

Poli Sci 434 Comparative Politics of China and Japan (3)

Poli Sci 451T Problems in International Politics (3)

Poli Sci 457 Politics of International Economics (3)

Poli Sci 476 International Law (3)

Arts and Humanities

(including Art, Literature, Philosophy and Comparative Religion)

Comp Lit 257 Writing Haiku (1)

Comp Lit 380 Introduction to Asian Literature (3)

Comp Lit 423T Topics in Asian Literature (3)

Music 352 Symphonic Music in Western & Eastern Cultures (3)

Philosophy 350 Asian Philosophy (3)

Philosophy 352 Philosophy of Asian Martial Arts (3)

Comparative Religion 270T Introduction to the Asian Religions (3)

International Business and Economics

Economics 332 Economies of the Pacific Rim (3)

Economics 333 Economic Development: Analysis & Case Studies (3)

Economics 335 The International Economy (3)

Economics 411 International Trade (3)

Finance 370 International Business Finance (3)

Marketing 445 Multinational Marketing Strategies (3)



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PROGRAM OFFICE

PROGRAM DITEIRE

РРОВРАМ СОИНСЕ

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Rich Wiseman (Speech Communication Heping Zhao (English)

Biological Science

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

C. Eugene Jones

DIRECTOR, GRADUATE PROGRAM

Kathryn Dickson, Michael Horn, Steven Murray

DEPARTMENT OFFICE

McCarthy Hall 282

DEPARTMENT WEBSITE

http://biology.fullerton.edu

PROGRAMS OFFERED

Bachelor of Science in Biological Science with Emphases (pending approval) in:

Biodiversity, Ecology and Conservation Biology

Cell & Developmental Biology

Marine Biology

Molecular Biology & Biotechnology

Minor in Biotechnology

Master of Science in Biology

Subject Matter Preparation Program for Single Subject Teaching in Science

FACULTY

Oscar Aurelio, Sandra Banack, MerriLynn
Casem, Amybeth Cohen, Kathryn Dickson,
David Drath, Doug Eernisse, David Fromson,
William Hoese, Michael Horn, C. Eugene
Jones, Judy Kandel, Robert Koch, Rodrigo
Lois, Steven Murray, Joyce Ono, Nancy
Pelaez, William Presch, Felipe-Andres
Ramirez-Weber, Darren Sandquist, Jochen
Schenk, Roger Seapy, James Smith, Paul
Stapp, Barry Thomas, Marcelo Tolmasky,
Joel Weintraub, Fred Whipple.

INTRODUCTION

Biology is the study of life, its basis and processes. The discipline is dynamic and expanding rapidly. It covers multiple scales, from the study of molecular origins as the basis for understanding how cells are constructed and how they function, including their metabolism, growth, development and reproduction, to the study of organisms as the basis for understanding how populations of organisms interact among themselves and with their environment, including the distribution and abundance of organisms, energy flow among organisms and the cycling of inorganic and organic resources.

The department has designed a curriculum that builds on a core of biology and supporting courses for students who: (1) seek careers in industry and state or federal agencies, (2) wish to prepare for secondary school teaching, or (3) desire to enter graduate and professional schools. The curriculum beyond the basic core experience will be developed through individual advising. Students will be assigned a faculty adviser when they enter the University or they may choose a faculty member to serve as their adviser. Each semester, students are required to meet with their designated adviser in order to develop an appropriate program of study. After discussion with their adviser, students will elect upper-division courses in one of four emphases that will satisfy their individual interests and professional goals. These emphases are pending approval, refer to the department's website for when they will be offered.

Special Programs

In addition to the usual course offerings, the Department of Biological Science participates in the Institute for Molecular Biology and Nutrition and three consortial programs with other California State University campuses. These are CSUPERB (California State University Program for Education and Research in Biotechnology), the Ocean Studies Institute (through the Southern California Marine Institute) and the California Desert Studies consortium at Soda Springs; the latter two are described in this catalog under "Institutes/Study Centers."

Pre-professional Information

The Health Professions Office provides advising services to students wishing to enter the health professions. The services include counseling students to plan their academic programs, providing students with the opportunity to volunteer for work opportunities in the area of their interest, and providing assistance in the preparation of applications, including interviewing techniques.

Credential Information

The bachelor's degree in biology may be effectively combined with requirements for the Subject Matter Preparation Program for the Single Subject Teaching Credential. Undergraduate students are encouraged to work with the departmental credential adviser and/or the Centers for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major, and electives. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contacting the department credential adviser.

Recommended Program in General Education

Because of high unit requirements for the B.S. in Biological Science, students are urged to consult with their adviser to design their general education program.

Upper-division Baccalaureate Writing Requirement

To meet the upper-division baccalaureate writing requirement, students must (1) pass the English Writing Proficiency exam and pass with a C or better, 6 units from Biology 411, 414, 445, 470, or (2) English 301 or Chemistry 340.

Internships

Biology 495 Biological Internship provides students with the opportunity to participate in a practical work experience that integrates their interests with classroom studies.

SCHOLARSHIPS IN BIOLOGICAL SCIENCE

Dr. and Mrs. Donald B. Bright Environmental Scholarship

To preserve the memory of Dr. Donald B. Bright, one or more scholarships per year are awarded to deserving undergraduate students of biology.

Judith A. Presch Desert Studies Scholarship

To preserve the memory of Judith A. Presch, two scholarships per year are awarded (one undergraduate and one graduate student) for work in the Mojave Desert by the Desert Studies Consortium.

Jerome Wilson Scholarship

To preserve the memory of Dr. Jerome Wilson, two scholarships per year are awarded to deserving undergraduate or graduate students of biology.

Coppel Graduate Science Award

For biology graduate students for their unrestricted use. Established by Lynn and Claude Coppel.

Rachel Carson Scholarship in Conservation Biology

To preserve the memory of Rachel Carson, a scholarship was created to encourage biology majors to pursue a career in Conservation Biology.

BACHELOR OF SCIENCE IN BIOLOGICAL SCIENCE

A total of 120 units, including general education, 43 units in biology courses (20 units in the core and 23 units of upper-division electives constituting one of the emphases (described below), and 30 units of supporting courses in physical sciences and mathematics are required for completion of the B.S. in Biological Science. In addition, as a graduation requirement, students pursing the B.S. in Biological Science will be required to complete an exit exam on biology in the spring semester of their senior year.

The supporting courses must include one year of general college chemistry including qualitative analysis with laboratory; one year of organic chemistry with laboratory; one semester of college calculus or introduction to experimental design and statistics for biologists; and one year of college physics with laboratory. Those students seeking careers in the health professions should speak to a health professions counselor about specific course recommendations. Students who wish to earn a doctoral degree should consider, in addition, a modern foreign language or advanced courses in computational sciences.

To qualify for a baccalaureate degree in Biological Science, students must have a 2.0 overall average in all required supporting courses. No credit toward the major will be allowed for biology courses in which a grade of D or F is obtained. Courses taken under the Credit/ No Credit grade option may not be applied towards the major.

Students with junior or senior standing will be permitted to enroll in Biology 480 Advanced Topics in Undergraduate Biology, Biology 495 Biological Internship, and Biology 499L Independent Laboratory Study; however, only a combined total 6 units of Biology 499L or 3 units from Biology 480 or 495 may be applied to the biology upper-division elective requirement. All full-time upper-division students are expected to attend the departmental seminars.

Core Requirements for the Major (20 units):

The core program in Biology provides an introduction to basic principles of biology and to the investigative nature of science. The curriculum uses Themes and Perspectives to connect and integrate major concepts, principles and basic facts. Three Themes run throughout the core curriculum:

Evolution: Inherited changes in organisms accumulate over time.

Unity and Diversity: Organisms possess common characteristics while exhibiting a wide range of variability.

Dynamics of Biological Systems: Living systems continually respond to their external and internal environments by making changes necessary to sustain life.

Each theme will be presented from two Perspectives:

Human Impact: The human and the biological world and

Scientific Process: The testing of new ideas, questions or hypotheses through observation and experimentation.

Students should complete the following four core courses with a passing grade (C or better) before they take most upper division biology courses.

Biol 171 Evolution and Biodiversity (5)

Biol 172 Cellular Basis of Life (5)

Biol 273 Genetics and Molecular Biology (5)

Biol 274 Principles of Physiology and Ecology (5)

Upper-division courses (23 units):

The upper-division program is designed to provide students with depth in a chosen emphasis. Four emphases are pending approval by the University and up-to-date information is available on the department's website. Each student selects a program leading to an emphasis in one of four areas with approval from his or her departmental adviser. The transcript will specify that the student has completed a B.S. in Biological Science with an emphasis in one of the following: Biodiversity, Ecology, and Conservation Biology

Cell and Developmental Biology

Marine Biology

Molecular Biology and Biotechnology

Supporting Course Requirements for the Major (29-30 units)

Chem 120A,B General Chemistry (10)

Chem 301A,B Organic Chemistry (6)

Chem 302A,B Organic Chemistry Laboratory (2)

Physics 211, 211L Elementary Physics and Laboratory (4)

Physics 212, 212L Elementary Physics and Laboratory (4)

Math 130A Short Course in Calculus (4), polote to amanual MATOI

OR Math 150A Calculus (4),

OR Math 337 Intro to Experimental Design and Statistics in the Laboratory Sciences (3)

BIOLOGICAL SCIENCE/PRE-MBA PROGRAM

A student may combine a B.S. in Biological Science with a minor in Business Administration to qualify to enroll in an MBA degree at CSUE. The student who completes this Biology/pre-MBA program, and meets all other entrance requirements, will be poised to apply to the MBA degree program and will then need to take only the second year (33 units) of coursework to complete the MBA. See your department adviser for details.

MINOR IN BIOTECHNOLOGY

The biotechnology minor is appropriate for students majoring in biological science or biochemistry and interested in gaining employ-



ment in nearly any area of the growing medical and agricultural biotechnology industries, working in academic research laboratories, or pursuing postgraduate degrees in basic molecular biology or biochemistry.

The biotechnology minor requires a minimum of 31 acceptable units of chemistry and biology. These courses must be completed with a minimal overall grade-point average of 2.0 and include 12 units unique to the minor that are not used to meet requirements for the biological science or chemistry major.

Required Core Courses (28 units)

Biol 273 Genetics and Molecular Biology (5)

Biol 309 Intermediate Molecular Biology (3)

OR Chem 421 Biological Chemistry (3)

Chem 301A,B Organic Chemistry (6)

Chem 302A,B Organic Chemistry Laboratory (2)

Biol 412 Principles of Gene Manipulation (3)

Biol/Chem 472A,B Advances in Biotechnology Laboratory (6)

Chem/Biol 477 Advances in Biotechnology (3)

Supporting Courses (3-4 units)

Students must complete one of the following courses:

Biol 309 Intermediate Molecular Biology (3)

Biol 413 Advances in Molecular Genetics (3)

Biol 424 Immunology (4)

Chem 421 Biological Chemistry (3)

Chem 423A General Chemistry (1st semester) (3)

Chem 423B General Chemistry (2nd semester) (3)

MASTER OF SCIENCE IN BIOLOGY

The program is based on the assumption that modern science necessitates broad preparation through the master's level of training. The M.S. in Biology is a thesis-based degree for which the student completes original, independent research summarized in a Master's thesis. The program offers sufficient breadth and depth to strengthen the student's academic understanding and improve competence for (a) advanced graduate work toward a doctoral degree in biological sciences, (b) teaching at the elementary, secondary and community college levels, (c) participating in research programs, (d) participating in various field service and conservation positions within local, state and national governments, (e) entering the field of public-health service, or (f) technological work in the health sciences.

Admission Requirements

An applicant must meet the university requirements for admission, which include a baccalaureate from an accredited institution, and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admissions for complete statement and procedures). Students must make two applications, one to the university and another to the department. In addition to the university requirements for admission, acceptance into this program is contingent upon the following: (1) a B.A. or B.S. in Biological Science or related area at an accredited institution with a grade-point average of 3.0 in biology courses and a GPA of 2.5 in the related courses in mathematics, chemistry and physics, (2) acceptance by a thesis adviser, and (3) satisfactory scores on one of the following: (a) Graduate Record Examination Aptitude Test and the Advanced Test in Biology, (b) Medical College Admission Test, or (c) Dental Admission Test, (4) completion of departmental application, and (5) submission of two letters of recommendation.

Students with limited subject or grade deficiencies may be considered for conditional acceptance to the program. Conditionally classified graduate standing may be removed upon completion of nine units of adviser and graduate committee approved postgraduate studies in biology, mathematics, chemistry or physics, with grades of B or better. These conditions are set at the time of admission.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Classified Standing

Students should achieve classified graduate standing as soon as they are eligible, since no more than nine units of graduate work taken before classification can be included on the study plan (see below) for the degree. A student who meets the admission requirements may apply for classified standing, which requires the development of a study plan approved by the thesis adviser, thesis committee, director

of the departmental graduate program and dean of graduate studies.

Students admitted with conditional acceptance must meet conditions (see above) before being considered for classified standing.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the graduate program adviser on the Grad Check Review Form, mailed by the Graduate Studies Office.

Study Plan

Students must meet the Graduate Level Writing Requirement, which can be found in this catalog under "Graduate Regulations." Students will meet this requirement by taking Biology 500A,B Professional Aspects of Biology.

A study plan includes a minimum of 30 units of adviser-approved graduate work; at least one-half of the total units must be at the 500-level. All study plans must include Biology 599 Independent Graduate Research, Biology 500A,B Professional Aspects of Biology, and Biology 598 Thesis, and at least one graduate seminar. Six units must be outside the principal area.

A thesis acceptable to the adviser and committee, covering a research problem, as well as a final oral examination on the thesis research, are required to complete the degree program.

Supervising the work of graduate students requires the personal attention of advisers. To insure that advisers are available for new graduate students, a graduate student is expected to complete the requirements for graduation within three years after classification.

For more detailed information or advisement, students should contact the Biological Science Department, or the Graduate Program Director of the Biological Science Department.

BIOLOGICAL SCIENCE COURSES

Courses are designated as BIOL in the class schedule.

Unless otherwise designated, prerequisites may be waived by the instructor of the course if the instructor is satisfied that the student is qualified to undertake the course.

101 Elements of Biology (3)

Underlying principles governing life forms, processes and interactions. Elements of biology and reasoning skills for understanding scientific issues on personal, societal, and global levels. For the non-science major. No credit toward biological science major. (3 hours lecture)

101H Elements of Biology (Honors) (3)

Corequisite: Biology 101LH (Honors). Students must meet honors qualifications. Living organisms and characteristics of the natural environment. Emphasis on the scientific reasoning leading to our current understanding of living systems. For the non-science major. (3 hours lecture)

101L Elements of Biology Laboratory (1)

Prerequisite or corequisite: Biology 101. Laboratory experiments demonstrating the principles presented in the lecture course. Scientific inquiry, cell structure and function, physiology, genetics, biodiversity, evolution and ecology. For the non-science major. (3 hours laboratory or fieldwork; weekend field trips may be required).

101LH Elements of Biology Laboratory (Honors) (1)

Corequisite: Biology 101H (Honors). Students must meet honors qualifications. Laboratory experiments and demonstrations which provide insight into scientific reasoning and the basis of our current understanding of living systems. For the non-science major. (3 hours laboratory or fieldwork; field trips may be required)

102 Biology for Future Elementary Teachers (3)

Designed especially for the prospective elementary teacher, this activity-based course will examine biological concepts in real-world contexts such as the medical examination, genes and evolution, and the environment. Lecture and laboratory form a single unified learning experience. No credit toward biological science major. (6 hours activity)

171 Evolution and Biodiversity (5)

Introduction to scientific processes and methods of biology. Explorations of unifying principles of evolution processes leading to biodiversity, and principles of conservation biology. (Primarily for majors in the Colleges of Natural Science/Mathematics and Engineering/Computer Science; 3 hours lecture, 6 hours laboratory/fieldwork) Weekend field trips may be required.

172 Cellular Basis of Life (5)

Prerequisite: Biology 171 or consent of instructor. Exploration of the structure and function of prokaryotic and eukaryotic cells including: evolutionary relationships; cell membranes; compartmentation; signaling and metabolic pathways; cellular reproduction; cell differentiation, multicellularity and development. (For majors in Colleges of Natural Science/Mathematics and Engineering/Computer Science; 3 hours lecture, 6 hours laboratory)

210 Human Anatomy and Physiology (3)

Introductory anatomy and physiological concepts for Kinesiology and Health Science majors. Gross and micro-level human anatomy as well as the structure and function of selected systems. Preparation for Kinesiology 260, 300, 348, 371, and the major in Health Science. No credit toward biological science major. (Same as Kinesiology 210) (3 hours lecture)

273 Genetics and Molecular Biology (5)

Prerequisite: Biology 172 or consent of instructor. Corequisite: Completion or enrollment in Chemistry 120A. Explorations of the underlying principles of inheritance, structure and functions of nucleic acids, regulation of gene expression, the mechanisms by which populations evolve, and the impact of biotechnology on society. (3 hours lecture, 6 hours laboratory)

274 Principles of Physiology and Ecology (5)

Prerequisites: Biology 273 and Chemistry 120A or consent of instructor; MATH 130, 150A, or 337 suggested. Principles of organisms' interactions with their environments; physiological and evolutionary mechanisms of change in response to environmental factors; population and community ecology; energy and material flow through ecosystems. (3 hours lecture, 6 hours laboratory/fieldwork) Weekend field trips may be required.

299L Directed Laboratory Study (1-3) Alexandria accompany E18

Prerequisites: Biology 171 and 172 and consent of instructor.

Research in biology under the supervision of a biology faculty member. Intended for students (especially lower-division) who may not have completed sufficient course work to allow them to work independently, but who are eager for laboratory research experience. May be repeated for university credit, but units do not count toward major. (3 hours laboratory per unit)

300 Environmental Biology (3)

Prerequisite: Biology 101 or equivalent. Biological consequences of human intervention in ecosystems: Endangered and threatened species, pollution impact on organisms, pest control, population dynamics, genetic engineering of agricultural species, management of natural areas and urban ecosystem dynamics. No credit toward biological science major. (3 hours lecture)

302 General Microbiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. Introduction to structure and function of bacteria and viruses including beneficial and detrimental activities and interactions with other organisms. Laboratory provides investigations with microscopy, culture, physiology and genetics of microbes. (2 hours lecture, 6 hours laboratory)

303 Intermediate Cell Biology (3)

Prerequisites: completion of Biology lower-division core.

Corequisite: Chemistry 301A. Evidence-based examination of cells in action, roles of information, matter and energy flow as driving forces for compartmentation, protein sorting, metabolic and signaling pathways, motility and adhesion; examples taken from developmental, neural and cancer processes. (3 hours lecture)

305 Human Heredity and Development (3)

Prerequisite: Biology 101 or equivalent. Principles of human heredity and embryology relating to human development. Mendelian genetics, single gene effects, genetics, prenatal diagnosis, and human embryology. No credit toward biological science major. (3 hours lecture)

306 Biology of Aging (3)

Prerequisite: Biology 101 or equivalent. Biological changes in cells, tissues, organs and the whole body associated with aging. Theories of aging will be discussed with primary emphasis on mammals. No credit toward biological science major. (3 hours lecture)

309 Intermediate Molecular Biology (3)

Prerequisites: completion of Biology lower-division core.

Corequisite: Chemistry 301A. Molecular and genetic basis of cellular functions. The role of gene expression and protein function in metabolism, physiology, growth, development. Introduction to recombinant DNA and its uses, and to critical analysis of primary literature.

(3 hours lecture)

310 Human Physiology (3)

Prerequisite: Biology 101 or equivalent. Human physiological systems and their relationship to human function for non-biology majors and students in physical education and health sciences. No credit for biological science major. (3 hours lecture)

311 Nutrition and Disease (3)

Prerequisite: Chemistry 111 or Biology 101. Relationship between nutrients and disease, with an emphasis on cancer, atherosclerosis and infectious illness. Dietary factors that modify and/or contribute to the disease process from the viewpoints of physiology, biochemistry and immunology. Not applicable to the major or minor. (3 hours lecture) (Same as Chemistry 311)

314 Evolutionary Ecology (4)

Prerequisites: completion of Biology lower-division core. The integration of evolutionary and ecological principles. Includes the nature and causes of variation, population genetics, life histories, adaptation, evolution of behavior, ecology of interspecific interactions, paleoecology and life through time, and the interplay between ecology and phylogeny. (3 hours lecture, 3 hours laboratory/field work)

317 Field Marine Biology (4)

Prerequisites: completion of Biology lower-division core. Field biology and natural history of local marine plants and animals.

Identification of common species and factors determining their distributions and abundance in marine habitats. Effects of human activities on marine organisms. (2 hours lecture, 6 hours lab or fieldwork; weekend field trips may be required)

319 Marine Biology (3)

Prerequisite: Biology 101 or equivalent. Survey of marine plants and animals in their habitats. No credit toward biological science major. (3 hours lecture)

330 Ecology of American Indians (3)

Prerequisite: Biology 101 or equivalent. Interrelationships of native peoples of the Americas with the local flora and fauna and the natural environment. Roles of American Indians in predator-prey interactions, ecological hierarchy, nutrient cycling, successional change and resource management. No credit toward biological science major. (3 hours lecture)

340 Field Botany (3)

Prerequisites: completion of Biology lower-division core. The native flora of southern California. Identification, natural history and factors that determine the distribution of species. (1 hour lecture, 6 hours laboratory or fieldwork; weekend field trips are required)

344 Survey of the Land Plants (4)

Prerequisites: completion of Biology lower-division core. A survey of the anatomical and morphological characteristics of the land plants as they relate to the evolutionary development and ecological strategies of these plants. (2 hours lecture, 6 hours laboratory)

352 Plants and Life (3)

Prerequisite: one semester of college biology. Humans' dependence upon and economic interest in plants throughout the world. The domestication of plants and the origin of agriculture. (3 hours lecture)

360 Biology of Human Sexuality (3)

Prerequisite: Biology 101 or equivalent. The biology of the human reproductive system, sexual differentiation, anatomy and physiology, sexual behaviors, procreation, contraception and sexually transmitted disease. No credit toward biological science major. (3 hours lecture)

361 Human Anatomy (4)

Prerequisites: completion of Biology lower-division core. A systems approach to the structure and function of the human body. For biology majors and related health sciences. (2 hours lecture, 6 hours laboratory).

362 Mammalian Physiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. The fundamental mechanisms of mammalian and human physiology. Integration of cellular and organ system functions with emphasis on regulatory processes. For biology majors and related health sciences. (2 hours lecture, 6 hours laboratory).

401 Biogeography (3)

Prerequisites: completion of Biology lower-division core. Evolutionary patterns and mechanisms of the distribution of plants and animals in the major habitats of the world. Current concepts and theories.

(3 hours lecture)

402 Computer Lab in Molecular Systematics (3)

Prerequisites: completion of Biology lower-division core. To gain practical and theoretical experience with software-based methods in molecular systematics, with emphasis on Internet resources for molecular biologists, acquisition of gene protein sequences, multiple sequence alignment, PCR primer design, phylogenetic analysis, and controversies in the field. (2 hours lecture, 3 hours laboratory)

404 Evolution (3)

Prerequisites: completion of Biology lower-division core. The history of evolutionary thought; origin of universe, earth and life; geological and paleontological history of the earth; evidence derived from comparative anatomy, embryology, genetics, zoogeography; mechanisms of evolution. (3 hours lecture)

405 Developmental Biology (3)

Prerequisite: Biology 303 or 309 or consent of instructor. Molecular and cellular processes in embryonic development encompassing mechanisms of fertilization, cell and tissue interactions, morphogenesis, organogenesis, and the regulation of gene expression. (3 hours lecture)

411 Medical Genetics (3)

Prerequisites: completion of Biology lower-division core plus one of the following: Biology 302, 309, Chemistry 421 or 423A. Advances in genetics, genomics, proteomics, and systems biology. Implications for the pharmaceutical industry, the clinic, and for genetic counseling. Uses of biological arrays in diagnosing and treating diseases. (3 hours lecture)

412 Principles of Gene Manipulation (3)

Prerequisites: Biology 309 and Chemistry 301B. Current approaches to and applications of recombinant DNA technology. Principles behind construction of recombinant molecules including vectors and enzymes, introduction into organisms, selection, expression of cloned genes, and impact of research on society. (3 hours lecture)

413 Advances in Molecular Genetics (3)

Prerequisites: Biology 309 and Chemistry 301A,B. The function of genetic material and informational macromolecules. Extensive analysis of recent scientific articles in molecular genetics illustrating mutagenesis, protein synthesis, protein structure and function, biogenesis of RNA molecules, regulation of gene expression and their relationship to important biological processes. (3 hours lecture)

414 Microbial Genetics (3)

Prerequisite: one of the following: Biology 302, 309, Chemistry 421, or 423A. A perspective of genetics of microbial systems including background information, experimental methods, data interpretation, genetic analysis and applications to biotechnology. (3 hours lecture)

417 Advances in Cell Biology (3)

Prerequisite: Biology 303. Current topics in the cell biology of cell motility, cell multiplication and regulation, membranes and permeability, cell signaling, cell-to-cell contact and extracellular matrix, and cell differentiation using current journal articles. (3 hours lecture)

418L Advances in Cell Biology Lab (2)

Prerequisite: Biology 303. Use of current techniques like fluorescence microscopy, immunolabeling, ion-sensitive dye ratiometry, image processing, and 2-D and 3-D reconstruction to study problems in cell biology, cellular developmental biology, and cellular neurobiology. (6 hours of laboratory)

419 Marine Ecology (3)

Prerequisite: Biology 314. Ecology of planktonic, nektonic and benthic organisms; their communities and environments. (3 hours lecture)

419L Marine Ecology Laboratory (1)

Corequisite: Biology 419. Field and laboratory studies of planktonic, nektonic and benthic communities. (3 hours laboratory or field work; weekend field trips may be required)

424 Immunology (4)

Prerequisites: Biology 302, and 303 or 309. The molecular, cellular and organismic nature of the immune process. Inflammation, phagocytosis, antigens, immunoglobulins and cell-mediated immune phenomena. Modern immunology techniques. (2 hours lecture, 6 hours laboratory-discussion)

426 Virology (3)

Prerequisite: Biology 303 or 309. Viral structure and replication and host-virus interactions in the viral replication process, with emphasis on animal and bacterial virus systems. (3 hours lecture)

428 Biology of Cancer (3)

Prerequisite: Biology 303 or 309 or 314. Biology 424 is recommended. The cancer problem as a dilemma of biology. Clinical and epidemiological aspects. Current research. (3 hours lecture)

433 Microbial Problems in Foods (2)

Prerequisite: Biology 302 or equivalent. Food spoilage, food intoxication and food-borne diseases caused by microbes in food processing. The microbes involved, sources of contamination, and methods used in detection and prevention of problems. (1 hour lecture, 3 hours laboratory or fieldwork; weekend field trips may be required)

436 Advanced Applied Statistics (4) (Formerly 406)

Prerequisites: Math 337 or 338; junior or senior standing. Linear models, including mixed models, applied to experimental and field data from current research projects. Poisson and logistic regression. Emphasis on model fitting and checking; use of permutation tests as needed. Presentation of results suitable for publication. (3 hours lecture, 3 hours laboratory) (Same as Math 436)

438 Public Health Microbiology (4)

Prerequisite: Biology 302. The control and epidemiology of infectious diseases of public health importance, water and sewage microbiology. Control of current problems. (2 hours lecture, 6 hours laboratory)

441 Plant Taxonomy (4)

Prerequisites: completion of Biology lower-division core. Classification and evolution of vascular plants; emphasis on the flowering plants.

(2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

442 Pollination Biology (3)

Prerequisites: completion of Biology lower-division core. Pollination in the plant kingdom. Floral cues, pollination syndromes, pollinator behavior, chemical and physical characteristics of pollination, energetics, gene flow, phenology, and ecological aspects of pollination. (2 hours lecture, 3 hours laboratory or fieldwork)

443 Plant Ecology (4)

Prerequisite: Biology 314. Community and population ecology of terrestrial plants. Environmental factors and plant distribution with emphasis on California vegetation. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

444 Plant Physiological Ecology (4)

Prerequisites: completion of Biology lower-division core and Biology 445 recommended. Fundamental mechanisms of plant physiological responses to the environment with primary emphasis on whole plants and ecosystems. (2 hours lecture, 6 hours laboratory; weekend field trips may be required)

445 Plant Cell Physiology (3)

Prerequisites: completion of Biology lower-division core plus one of the following: Biology 302, 309, 314, Chemistry 421, or 423A.

Cellular and molecular mechanisms of behavior, growth, transport processes, and environmental responses in vascular plants. Plant cell development, nutrition, respiration, photosynthesis, hormones, photoperiodism, and stress biology. (3 hours lecture)

446 Marine Phycology (4)

Prerequisites: completion of Biology lower-division core. Biological aspects of marine algae; comparative development, morphology, taxonomy, physiology, and ecology. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

448 Plant Molecular Biology (3)

Prerequisite: Biology 302 or 303 or 309 or Chemistry 421 or 423A. Genetic mechanisms in vascular plants controlling metabolism, growth, development, and responses to biotic/abiotic environmental stresses. Emphasis on molecular regulation of gene expression and transduction of internal and external signals. (3 hours lecture)

450 Conservation Biology (3)

Prerequisite: Biology 314 or consent of instructor. Current topics involving theory, concepts and techniques in the conservation of BLAN biological diversity. (3 hours lecture)

451 Advanced Human Evolution (3)

(Same as Anthropology 451)

461 Marine Invertebrate Biology (4)

Prerequisites: completion of Biology lower-division core. Evolution, classification, phylogeny, morphological and physiological adaptations of marine invertebrate animals. Dissection, identification and observation of extant animals. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

462 General Parasitology (3)

Prerequisites: completion of Biology lower-division core. Survey of various animal parasites with an emphasis on the morphology, physiology, and genetics of human protozoans and helminthes. Other topics will include vectors and common parasites of domestic animals. (2 hours lecture, 3 hours lab per week).

466 Behavioral Ecology (3)

Prerequisites: completion of Biology lower-division core. Current problems in the evolution of animal behavior; the origin and maintenance of social systems and behavioral interactions of animals. (3 hours lecture)

467 Entomology (4)

Prerequisites: completion of Biology lower-division core. Anatomy, physiology, evolution and biology of insects and other terrestrial arthropods. Dissection, collection, identification and observation of living arthropods. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

468 Comparative Animal Physiology (4)

Prerequisites: completion of Biology lower-division core and Chemistry 120B. Comparative study of physiological and biochemical processes among representative animals. (2 hours lecture, 6 hours laboratory, weekend field trips may be required)

470 Cellular Neurobiology (3)

Prerequisites: Biology 303 or 309, and 362. Processes of cell communication, particularly in nervous systems. Molecular biology of neurons, model sensory and motor systems, and cellular basis for behavior. (3 hours lecture and activity)

472A Advances in Biotechnology Laboratory (3)

Prerequisites: completion of Biology lower-division core or Chemistry 477. Corequisite: Biology 412. First semester explores biotechnology techniques for DNA cloning and analysis: restriction enzyme action, DNA sequencing, sequence analysis by computer, plasmid cloning, genomic library production and screening, DNA probe hybridization. (1 hour of lecture/discussion, 6 hours of laboratory) (Same as Chemistry 472A)

472B Advances in Biotechnology (3)

Prerequisite: Biology/Chemistry 472A. Second semester exploring biotechnology techniques for gene product analysis: DNA sequencing, site-directed mutagenesis, predicting amino acid changes, protein overproduction, enzyme function assays, protein identification/preparation by gel techniques, immunoblotting. (1 hour discussion, 6 hours laboratory) (Same as Chemistry 427B)

473 Introduction to Bioinformatics (3)

Prerequisites: Chemistry 301B, 302 and Biology 309, Biology 314 or Chemistry 421; or consent of instructor. Provides a research-based, problem-solving experience using the tools and algorithms of molecular and computational biology to analyze genetic and protein sequences retrieved from appropriate databases. (2 hours lecture and 3 hours of computer laboratory) (Same as Chemistry 473)

474 Natural History of the Vertebrates (4)

Prerequisites: completion of Biology lower-division core. Natural history of the vertebrates. Observation, identification, behavior, ecology and distribution of the vertebrates. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

475 Ichthyology (4)

Prerequisites: completion of Biology lower-division core. The systematics, evolution, morphology, physiology, ecology and behavior of fishes. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

476 Herpetology (4)

Prerequisites: completion of Biology lower-division core. The biology, structure, physiology, ecology, distribution, identification, collection, evolution and behavior of amphibians and reptiles. (2 hours lecture, 6 hours laboratory or fieldwork; weekend field trips may be required)

477 Advances in Biotechnology (3)

Prerequisites: completion of Biology lower-division core. Corequisite: Biology 412 or Chemistry 421 or 423B. Current topics in biotechnology centering on techniques for molecular cloning and DNA sequencing of genes. Medical breakthroughs for diagnosis of mutations and gene therapy. Role of biotechnology in agriculture, energy and environment. Bioethical issues. (3 hours lecture) (Same as Chemistry 477)

478 Mammalogy (4)

Prerequisites: completion of Biology lower-division core. The systematics, evolution, morphology, physiology, ecology and behavior of mammals. (2 hours lecture, 6 hours laboratory or fieldwork, plus two weekend field trips)

479 Ornithology (4)

Prerequisites: completion of Biology lower-division core. Anatomy, physiology, evolution, behavior, and ecology of birds. Laboratory and fieldwork in identification, anatomy, observational techniques and community composition. (2 hours lecture, 6 hours lab or fieldwork per week; one or more weekend field trips)

480 Advanced Topics in Undergraduate Biology (1-3)

Prerequisites: upper-division students majoring in biological science and consent of instructor. Current topics, updating of concepts, recent advances and unification of the principles of biology. May be repeated for credit.

480E SCERP Proseminar (1)

Prerequisites: selection as a Southern California Ecosystem Research Program (SCERP) Fellow. Increase the experience and skills of SCERP Fellows in working on problems in environmental biology. Discussion of publications, development and presentation of SCERP research.

May be repeated for credit. Not available for graduate degree credit.

480M MARC Proseminar (1)

Prerequisite: selection as MARC Fellow. Intended to increase the product of MARC Fellows with minority scientists of national repute. Five speakers will present seminars. Fellows will read and discuss relevant primary literature, attend the seminars, and meet with speakers before and after the seminars. May be repeated for credit. Some as Chemistry 480M)

495 Biological Internship (3)

Prerequisites: successful completion of 90 units, including all core requirements, and consent of instructor. Biological, ecological, and health-related fields. Ninety (90) hours of practical experience in student's chosen field of interest with public or private agencies or businesses. May not be repeated for credit. (1 hour lecture/discussion, laboratory work experience)

496 Biology Tutorials (1-3)

Prerequisites: completion of Biology lower-division core and consent of instructor. Supervised experience in biological science teaching through tutoring or assisting in a laboratory or field class. No credit toward biological science major.

498 Senior Thesis (2)

Prerequisite: 6 units of Biology 499L (two units may be taken concurrently). Thesis committee must approve research plan at least two semesters prior to enrollment in this course. Requires preparation, presentation and defense of a formal thesis.

499L Independent Laboratory Study (1-3)

Junior or senior standing with consent of instructor with whom the student wishes to pursue independent laboratory study in biology. May be repeated for credit.

500A Professional Aspects of Biology (1)

Prerequisites: graduate standing and concurrent enrollment in Biology 500B. Discussions concerning research protocol, scientific methodology and communication techniques. Ethics and social responsibilities of professional biologists. (1 hour discussion)

500B Professional Aspects of Biology (1)

Prerequisites: graduate standing and concurrent enrollment in Biology 500A. Individualized project work and experiences in scientific writing. Required of all students upon admission to the graduate program. (3 hours project work)

500C Professional Aspects of Biology: Teaching Effectiveness (2)

Prerequisites/corequisites: graduate standing; must have received a Graduate Teaching Associate appointment. This course is designed to assist graduate students in becoming effective classroom teachers and understanding the scholarship of teaching in higher education. Graduate Teaching Associates will learn pedagogy and a variety of teaching alternatives while concurrently teaching in a laboratory/discussion setting.

505T Seminar in Molecular, Cellular, Immunological and Physiological Biology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

517T Seminar in Ecological and Organismic Biology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

520T Seminar in Microbiology (3)

Prerequisite: graduate standing. Selected advanced topics. May be repeated for credit.

580 Advanced Topics in Graduate Biology (1-3)

Prerequisites: graduate standing in biology and consent of instructor.

Current research topics, experimental design and problem solving in biological systems. May be repeated for credit.

598 Thesis (1-3)

Open to graduate students with consent of instructor with whom the student is conducting graduate thesis research. May be repeated for a maximum of 6 units of credit.

599 Independent Graduate Research (1-3)

Open to graduate students with consent of instructor with whom the student wishes to pursue independent study in biology. May be repeated for credit.

Business Administration

College of Business and Economics

ASSOCIATE DEAN ACADEMIC PROGRAMS

Thomas Johnson

ASSISTANT DEAN ACADEMIC ADVISING

Robert Miyake

ADVISING CENTER

Langsdorf Hall 731

DEPARTMENT WEBSITE

http://business.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentrations in:

Accounting

Business Economics

Entertainment and Tourism

Management

Entrepreneurship

Finance

Information Systems

Management

Management Science

Marketing

Minor in Business Administration

Minor in Information Systems

Master of Business Administration

Concentrations in:

Accounting

Business Economics

E-Commerce

Entrepreneurship

Finance

Information Systems

International Business

Management

Management Science

Marketing

INTRODUCTION

This major prepares students for entry level positions in business and administration in both the private and public sectors. Career opportunities range from accounting, cost analysis, marketing research and statistical forecasting to real estate, personnel, sales and information systems. This curriculum also provides a foundation for advanced study.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

Admission to the Business Administration Major

Admission to the Business Administration major involves two steps. Students who apply to the major are initially classified as Pre-business. After completing the lower-division core requirements with grades of at least C, students may apply to the Business Administration major. Pre-business students may take lower-division business courses, but most upper-division courses are not open to Pre-business students.

All of the following requirements must be met for the degree. Students must earn a grade of at least C in each core course listed below. For assistance in interpreting these requirements contact the Business Advising Center.

The Bachelor of Arts in Business Administration requires a minimum of 124 units which includes courses for the major, General Education, all University requirements, and free electives.

Required Lower-Division Core Courses

Accounting 201A Financial Accounting (3)

Accounting 201B Managerial Accounting (3)

Business Admin 201 Business Writing (3)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

Info Sys/Decision Sci 265 Introduction to Computing and Application Software (3)

Math 135 Business Calculus (3)

OR Math 130 Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Required Upper-Division Core Courses

Business Admin 301 Advanced Business Communication (3)

Econ 310 Intermediate Microeconomic Analysis (3)

OR Econ 315 Intermediate Business Microeconomics (3)

OR Econ 320 Intermediate Macroeconomic Analysis (3)

Finance 320 Business Finance (3)

Management 339 Principles of Management & Operations (3)

Management 340 Organizational Behavior (3)

Info Sys/Decision Sci 361A Quantitative Business Analysis: Probability and Statistics (3)

Info Sys/Decision Sci 361B Quantitative Business Analysis: Statistics and Management Science (3)

Marketing 351 Principles of Marketing (3)

Required Capstone Core Course

After completing all lower and upper-division core courses, take:

Management 449 Seminar in Strategic Management (3)

Required Concentration Courses

A minimum of 18 units of course work is required in one concentration. See listing of concentration requirements below.

Collateral Requirement

Three-unit introductory social science course other than Economics, chosen from General Education section III.C.1.

Other Requirements, Grades and Residence

Global Business Requirement. Complete one course, of at least 3 units, in the area of Global Business. The course must be selected from the list of Approved Global Business Courses, which is available from the



Business Advising Center.

Other subjects.

Complete at least 50 percent of the coursework for the degree in subjects other than business administration or economics. Complete all university requirements for the bachelor's degree.

Grade-Point
Average (GPA).
Maintain at least a
2.0 grade point
average in all college
level units
attempted, in all
units attempted at
CSUF, in all units
attempted in the

major, and in all units attempted in the concentration. Earn at least a C grade in each core course and in each of the following concentrations: accounting, information systems and management science. Students in the marketing concentration are required to complete Marketing 353, Marketing 370 and Marketing 379 with at least C.

Grade option. Take all required core courses and all required concentration courses in the College of Business and Economics for a letter grade (A,B,C,D,F). The Credit/No Credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements for the degree. Exception: Courses in calculus may be taken under the Credit/No Credit grading option; however, if it is also taken to meet general education requirements then it must be taken for a letter grade.

Residence. At least one-half of the units in the concentration (except accounting, which requires 15) and a minimum of 30 units must be taken in residence in the College of Business and Economics; at least 15 of the last 24 units before graduation must be taken in residence in the College of Business and Economics.

Concentrations for the B.A. in Business Administration

Business administration majors must complete the requirements of one concentration in addition to the degree requirements shown above

ACCOUNTING CONCENTRATION (21 UNITS)

All students with an accounting concentration are required to take the courses shown below.

Accounting 301A,B Intermediate Accounting (3,3)

Accounting 302 Cost Accounting (3)

Accounting 307 Accounting Information Systems (3)

Accounting 308 Concepts of Federal Income Tax Accounting (3)

And two courses from the following (6 units):

Accounting 401 Advanced Accounting (3)

Accounting 402 Auditing (3)

Accounting 403 Accounting for Governmental and Nonprofit Entities (3)

Accounting 408 Problems in Taxation (3)

Accounting 420 Advanced Cost Accounting (3)

Accounting 460 Seminar in Financial Statement Analysis (3)

Accounting 470 Tax Research, Practice and Procedures (3)

BUSINESS ECONOMICS CONCENTRATION (18 UNITS)

All students with an economics concentration are required to take Econ 310 Intermediate Microeconomic Analysis (3) or Econ 315 Intermediate Business Microeconomics (3) as part of their business administration core requirements. In addition, the concentration requires Econ 320 Intermediate Macroeconomic Analysis (3) and Econ 410 Industrial Organization (3) and 12 units of upper-division economics electives, 3 units of which must be at the 400-level.

Students interested in economics also may wish to consider the Bachelor of Arts in Economics.

ENTERTAINMENT & TOURISM MANAGEMENT CONCENTRATION (21 UNITS)

Required courses (6 units)

Business Admin 346 Introduction to Entertainment and Tourism Studies (3)

Business Admin 449 Capstone in Entertainment and Tourism Studies (3)

Interdisciplinary Electives (9 units from the following)

RTVF 100 Introduction to Radio, TV, and Film (3)

Course in Entertainment and Public Relations (3)

RTVF 480 Management in Radio, TV, and Film (3)

Theatre 350 Stage Management (3)

Theatre 351 Theatre Management (3)

Business Electives (6 units)

Management 435 Service Operations and Operations (3)

OR Management 446 Entertainment Business Law (3)

Marketing 425 Retail Marketing Strategies (3)

OR Marketing 465 Managing Services Marketing (3)

Internship (Recommended)

Business Admin 495 Internship (1-3)

ENTREPRENEURSHIP CONCENTRATION (18 UNITS)

Management 461 Entrepreneurial Management (3)

Marketing 462 Marketing for Entrepreneurs (3)

Accounting 463 Financial Controls for Entrepreneurs (3)

Management 464 Entrepreneurial Leadership (3)

Management 465A New Venture Creation and Funding (3)

Management 465B New Venture Launch (3)

FINANCE CONCENTRATION (18 UNITS)

Required Courses (6 units)

Finance 332 Theory of Corporate Finance (3)

Finance 340 Introduction to Investments (3)

OR Finance 342 Capital and Money Markets (3)

Electives (12 units)

Students must complete 12 units of elective courses in finance. Students are encouraged to choose as many courses as possible from one of the following. Students are expected to consult with faculty advisers when selecting courses.

Corporate/International Financial Management Track

Finance 331 Working Capital Management and Computer Applications (3)

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 342 Capital and Money Markets (3)

Finance 370 International Business Finance (3)

Finance 371 Export-Import Financing (3)

Finance 373 Asia-Pacific Financial & Security Markets (3)

Finance 432 Financial Forecasting and Budgeting (3)

Finance 433 Problems in Business Finance (3)

Financial Institutions Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 340 Introduction to Investments (3)

Finance 342 Capital and Money Markets (3)

Finance 351 Introduction to Real Estate (3)

Finance 352 Real Estate Finance (3)

Finance 370 International Business Finance (3)

Finance 425 Commercial Bank and Financial Institution Management (3)

Finance 444 Options and Futures (3

Insurance & Financial Service Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 360 Principles or Insurance (3)

Finance 410 Theory and Practice of Personal Financial Planning (3)

Finance 411 Retirement and Estate Planning (3)

Finance 461 Business Property and Liability Risk Management (3)

Finance 462 Life and Health Insurance (3)

Investments/Financial Planning Track

Finance 335 Financial Analysis for Investors and Lenders (3)

Finance 340 Introduction to Investments (3)

Finance 355 Real Estate Investment Analysis (3)

Finance 360 Principles or Insurance (3)

Finance 410 Theory & Practice of Personal Financial Planning (3)

Finance 411 Retirement and Estate Planning (3)

Finance 442 Advanced Investment Analysis (3)

Finance 444 Options and Futures (3)

Note: To be eligible to sit for the Certified Financial Planner Examination, students must take all of the following: Finance 340, 355, 360, 410, 411, and Accounting 358.

Real Estate Professions Track

Finance 351 Introduction to Real Estate (3)

Finance 352 Real Estate Finance (3)

Finance 353 Real Estate Valuation (3)

Finance 355 Real Estate Investment Analysis (3)

Finance 454 Real Estate Market Analysis (3)

Finance 456 Property Development and Management (3)

Note: To be eligible to sit for the Real Estate Broker License Examination, students must have completed eight college-level courses, in addition to meeting the experience/educational requirements. Five of the courses are required, including: Real Estate Practice (not offered at CSUF); Legal Aspects of Real Estate (not offered at CSUF); Real Estate Finance (Finance 352); Real Estate Appraisal (Finance 353); and Real Estate Economics (Finance 454). In lieu of Real Estate Economics, the student may complete Economics 201, 202 or 361 or Accounting 201A or 201B. In addition to the five required courses, the student is required to complete three courses from a long list of electives including the following courses offered at CSUF: Real Estate Principles (Finance 351); Advanced Real Estate Finance (Finance 355); Advanced Real Estate Appraisal (Finance 551); and Business Law (Management 246). For detailled informaiton, please visit the California Department of Real Estate website.

INFORMATION SYSTEMS CONCENTRATION (21 UNITS)

All students with an Information Systems concentration are required to take:

Info Sys/Decision Sci 309 Intro to Operating Systems and Programming (3)

Info Sys/Decision Sci 310 Systems Analysis and Design (3)

Info Sys/Decision Sci 370 COBOL Programming for Information Systems (3)

OR Info Sys/Decision Sci 371 C++ for Business Applications (3)

OR Info Sys/Decision Sci 411 Micro-computer Business Application Design (3)

Info Sys/Decision Sci 408 Database Management Systems (3)

Info Sys/Decision Sci 409 Business Telecommunications for additional One Information System Design (3)

Info Sys/Decision Sci 454 Seminar in Information Systems

Development (3)

Information Systems Elective (3)

MANAGEMENT CONCENTRATION (18 UNITS)

Students in the management concentration must choose one of the following emphases:

General Management (18 units)

Management 343 Human Resource Management (3)

OR Management 443 Team Leadership Skills (3)

Management 425 Productivity and Quality Management (3)

Management 440 Emerging Issues in Management (3)

and nine units of elective course work to be chosen in consultation with a departmental adviser.

Human Resources Management (18 units)

Management 343 Human Resource Management (3)

Management 432 Staffing, Management (3)

Management 434 Compensation (3)

Management 441 Labor-Management Relations (3)

and 6 units of elective coursework to be chosen in consultation with a departmental advisor.

International Management (18 units)

Management 346 International Law for Business (3)

Management 350 International Management (3)

Management 425 Productivity & Quality Management (3)

and 6 units of elective coursework to be chosen in consultation with a departmental advisor.

Operations Management (18 units)

Management 343 Human Resource Management (3)

OR Management 443 Team Leadership Skills (3)

Management 421 Operations Systems Design (3)

Management 422 Production and Inventory Control (3)

Management 425 Productivity and Quality Management (3)

and six units of elective course work to be chosen in consultation with a departmental adviser.

MANAGEMENT SCIENCE CONCENTRATION (18 UNITS)

Required Courses (9 units)

Info Sys/Decision Sci 309 Introduction to Operating Systems and
Programs (3)

Info Sys/Decision Sci 310 Systems Analysis and Design (3)

Info Sys/Decision Sci 440 Integrative Decision Tools for Business Operations (3)

One Course in Statistical Concepts (3 units)

Electives in Statistics (Students must take at least one course from this category)

Info Sys/Decision Sci 422 Surveys and Sampling Design and I ROALM
Applications (3) The graph partial placed a recovery forms of the

Info Sys/Decision Sci 461 Statistical Theory for Management Science (3)

Info Sys/Decision Sci 467 Statistical Quality Control (3)

Info Sys/Decision Sci 472 Design of Experiments (3)

Info Sys/Decision Sci 473 Applied Statistical Forecasting (3)

Info Sys/Decision Sci 474 Data Mining (3)

Info Sys/Decision Sci 475 Multivariate Analysis (3)

6 Units from:

Info Sys/Decision Sci 408 Database Management Systems (3)

Info Sys/Decision Sci 411 Microcomputer Business Application
Design (3)

Info Sys/Decision Sci 415 Decision Support and Expert Systems (3)

Info Sys/Decision Sci 465 Linear Programming in Management Science (3)

Info Sys/Decision Sci 490 Queuing and Stochastic Models in horizonal Management Science (3)

Economics 440 Introduction to Econometrics (3)

Finance 360 Principles of Insurance (3)

Finance 444 Options and Futures (3)

Management 422 Production and Inventory Control (3)

Management 430 Integrated Logistics Management (3)

Management 444 Project Management (3)

An additional course in Statistical Concepts (3)

MARKETING CONCENTRATION (18 UNITS)

Required Courses (9 units)

Marketing 353 Marketing Information Technology (3)

Marketing 370 Buyer Behavior (3)

Marketing 379 Marketing Research Methods (3)

Electives (6 units)

Choose two from the following:

Marketing 401 Professional Selling (3)

Marketing 405 Integrating Marketing Communications (3)

Marketing 415 Managing the Sales Force (3)

Marketing 425 Retail Marketing Strategy (3)

Marketing 445 International Marketing (3)

Marketing 455 Strategic Internet Marketing (3)

Marketing 462 Marketing for Entrepreneurs (3)

Marketing 465 Managing Services Marketing (3)

Marketing 475 Export Marketing Strategies (3)

Marketing Concentration Capstone Course (3 units)

Marketing 489 Developing Marketing Strategies (3)

MINOR IN BUSINESS ADMINISTRATION

The minor provides a basic understanding of the role of business in society and the methods used by business. This curriculum also provides a basis for advanced study. A working knowledge of algebra is necessary for several of the required courses.

Business administration minors shall not enroll in any required upper-division course (in the minor) until they have completed all of the required lower-division courses (in the minor) with a grade of at least C in each course. Students must earn a grade of at least C in each course required for the minor.

Required Lower-Division Courses

Accounting 201A,B Financial and Managerial Accounting (3,3)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

Info Sys/Decision Sci 265 Introduction to Computing and Application Software(3)

Required Upper-Division Courses

Special Notice: Enrollment in these courses requires the completion of all lower-division minor requirements with a grade of C or better in each course.

Finance 320 Business Finance (3)

Management 339 Principles of Management & Operations (3)

OR Management 340 Organizational Behavior (3)

Marketing 351 Principles of Marketing (3)

Economics Majors minoring in Business Administration: Economics Majors can complete a minor in business administration by taking Accounting 201B, Management 246, Finance 320, Management 339 or 340 and Marketing 351. All other required courses for the minor are required for the major in Economics.

MINOR IN INFORMATION SYSTEMS*

This minor surveys modern computer methods and the development of information-systems. Emphasis is placed on systems which aid management decision-making. Students must earn a grade of at least C in each course listed below.

Accounting 201A Financial Accounting (3)

Info Sys/Decision Sci 265 Introduction to Computing and Application Software (3)

Info Sys/Decision Sci 309 Introduction to Operating Systems and Programming (3)

Info Sys/Decision Sci 310 Systems Analysis & Design (3)

Info Sys/Decision Sci 408 Database Management Systems (3)

One of the following:

Info Sys/Decision Sci 370 COBOL Programming for Information Systems (3)

Info Sys/Decision Sci 371 C++ for Business Applications (3)Info Sys/Decision Sci 372 Java Programming for Business Applications (3)Info Sys/Decision Sci 411 Microcomputer Business Application Design (3)

CREDENTIAL INFORMATION

The bachelor's degree in Business Administration may be effectively combined with subject matter studies necessary for the Single Subject Teaching Credential in Business. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education Office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

MASTER OF BUSINESS ADMINISTRATION DEGREE

The M.B.A. degree program is accredited by the Association to Advance Collegiate Schools of Business (AACSB). This assures a rigorous, in-depth program, covering the full spectrum of business administration. Accreditation also indicates a well-qualified faculty, high standards for students, access to computing and an extensive library system.

Programs of Study

The College of Business and Economics offers two plans for the M.B.A. degree.

The M.B.A. Generalist Plan is designed for students with little or no course work in business administration. The curriculum surveys the entire field of business administration, preparing students for general management responsibilities.

The M.B.A. Specialist Plan is designed for students with a recent undergraduate degree in business administration or for those who wish to include a specialized area of concentration in their curriculum. The areas of concentration are accounting, business economics, e-commerce, entrepreneurship, finance, information systems, international business, management, management science and marketing.

The M.B.A. program is scheduled especially for students who are employed full time. Courses are offered during the late afternoon and evening. Most students enroll on a part-time basis, taking two courses (6 units) per semester.

Most graduate courses in the College of Business and Economics require "classified CBE status" and are open only to students with classified standing in the M.B.A., M.S. in Accountancy, M.S. in Information Systems, M.S. in Taxation or M.A. in Economics programs.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based on enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

^{*}Students with a major in business administration may not minor in information systems. Interested students may elect to complete a second concentration in information systems.

Admission

Students meeting the following requirements will be admitted to and conditionally classified standing:

- Acceptable bachelor's degree from an appropriately accredited institution, or equivalent.
- 2. Minimum grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at last college attended.
- Satisfactory score on the Graduate Management Admission Test (GMAT). Students must score in the top 50 percent on the verbal, quantitative and analytical writing areas.
- 4. For international students, a score of 570 on the paper exam or 230 on the compter based TOEFEL is required. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department approved course(s).
- Recommendation from the MBA Admissions Committee based upon a review of the above requirements, the student's "Statement of Purpose", and prior work experience. Admission is competitive.

Students meeting the following additional requirements will be advanced to classified standing:

- Proficiency in calculus and computer applications equivalent to passing Mathematics 135 Business Calculus (3 units), and Information Systems/Decision Sciences 265 Introduction to Computing and Application Software (3 units), with grades of at least a "C".
- 2. Approval of study plan.

M.B.A. GENERALIST PLAN (51 UNITS)

Foundation Courses (27 units)

Accounting 510 Financial Accounting (3)

Business Admin 590 Strategic Management (3)

Economics 515 The Price System and Resource Allocation (3)

Finance 517 Managerial Finance (3)

Info Sys/Decision Sci 513 Statistical Analysis (3)

Management 515 Management of Information in the Corporate Environment (3)

Management 516 Organizational Theory and Management of Operations (3)

Management 518 Legal Environment of Business (3)

Marketing 519 Marketing Management (3)

Up to nine units of foundation courses may be waived on the basis of equivalent undergraduate coursework providing the proposed courses are no more than seven years old and have at least a C grade with an overall of 3.0 GPA (B). Courses waived beyond nine units must be replaced by an advanced course in the same discipline.

Advanced Courses (21 units)

All advanced courses must be at the graduate level.

Accounting 511 Seminar in Managerial Accounting (3)

Economics 521 Macroeconomic Theory and Policy (3)

Finance 523 Seminar in Corporate Financial Management (3)

Info Sys/Decision Sci 514 Decision Models for Business and Economics (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Marketing 525 Seminar in Marketing Problems (3)

500-level elective chosen from any of the six CBE departments

Capstone Course (3 units)

Business Admin 591 Comprehensive Business Management (3)

Pass the individual written project in Business Admin 591 and

complete the course with a grade of B or better.

M.B.A./SPECIALIST PLAN (33-60 UNITS)

The M.B.A./Specialist curriculum includes a concentration in a specialized area. Students with a bachelor's degree in business administration may be able to complete the program with the minimum of 33 units. Students with little or no recent course work in business administration may require 60 units. Any deficiencies in calculus or computer applications must be removed within one year. Any study plan course with a grade lower than C must be repeated with at least a C grade, regardless of the overall GPA of the student. A 3.0 GPA (B) is required in study plan courses and over all applicable course work.

Foundation Courses (30 units)

Accounting 510 Financial Accounting (3) 60 000 000

Business Admin 590 Strategic Management (3)

Economics 515 The Price System & Resource Allocation (3)

Finance 517 Managerial Finance (3)

Info Sys/Decision Sci 513 Statistical Analysis (3)

Info Sys/Decision Sci 514 Decision Models for Business and Economics (3)

Management 515 Management of Information in the Corporate Environment (3)

Management 516 Organizational Theory and Management of Operations (3)

Management 518 Legal Environment of Business (3)

Marketing 519 Marketing Management (3)

Foundation courses may be waived on the basis of equivalent undergraduate course work, providing that the equivalent courses are no more than seven years old and have grades of at least C with a GPA of at least B.

A list of equivalent undergraduate courses is available from the graduate adviser. In many cases, students with a recent bachelor's degree in business administration from an accredited university will be able to waive all foundation courses.

Advanced Courses (18 units)

Accounting 511 Seminar in Managerial Accounting (3)

Note: Students who have satisfactorily completed a course in cost accounting must substitute Accounting 521 Seminar in Administrative Accounting (3) for Accounting 511.

Economics 521 Macroeconomic Theory and Policy (3)

Note: Economics 521 is not open to students with credit in intermediate macroeconomics.

Finance 523 Seminar in Corporate Financial Management (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Info Sys/Decision Sci 526 Forecasting, Decision Analysis and Experimental Design (3)

OR Info Sys/Decision Sci 550 Business Data Communications (3)

OR Info Sys/Decision Sci 560 Advanced Deterministic Models (3)

OR Info Sys/Decision Sci 561 Advanced Probabilistic Models (3)

Marketing 525 Seminar in Marketing Problems (3)

All courses in this group must be taken at the graduate level. The Info Sys/Decision Sci seminar will be waived for students who have successfully completed both Info Sys/Decision Sci 513 and 514 (but not for students who have taken Info Sys/Decision Sci 361A and 361B). Students with a concentration in International Business are required to take only five of the following courses:

Concentration Courses (12 units except International Business)

Students may choose a concentration in Accounting, Business Economics, E-Commerce, Entrepreneurship, Finance, Information Systems, Management, Marketing or Management Science. Students may also elect to take a combination of courses from each of these areas with no concentration.

At least 6 units of the concentration courses must be taken at the 500-level. Concentration courses are to be approved by the department chair concerned, or designee within the department, and the Associate Dean, College of Business Administration and Economics. If no concentration is desired, the combination must be approved by the Associate Dean

Note: The accounting concentration electives must cover the following areas: Financial Accounting and Theory, Accounting Information Systems, Auditing, and Taxation. At least nine of these units must be at the graduate level.

International Business Concentration (15 units)

Five of the following courses (15 units) are required, including at least 9 units at the graduate (500) level. (Note: students with an international business concentration take only five of the courses listed above under Advanced Courses.)

Accounting 518 Seminar in International Accounting (3)

Economics 531 International Economics (3)

Finance 570 Seminar in International Financial Management (3)

Management 547 Comparative Management (3)

Marketing 445 International Marketing (3)

Elective (3 units)

Recommended electives must be approved by the international business adviser. Electives include courses in business and economics as well as selected courses in history, political sciences, communications, geography and Chicana and Chicano Studies.

Capstone Course (3 units)

Business Admin 591 Comprehensive Business Management (3)

Pass the individual project in Business Admin 591 and complete the course with a grade of B or better.

In exceptional cases, a thesis (Business Administration 598, Thesis) may also serve as an option. See the graduate adviser for details.

BUSINESS ADMINISTRATION COURSES

Courses are designated as "BUAD" in the class schedule.

201 Business Writing (3)

Prerequisite: English 101 or equivalent (with a grade of C or better). Covers core communication practices: routing business correspondence, positive, informative, negative, persuasive messages. Introduction to research and job application process.

301 Advanced Business Communication (3)

Prerequisites: English 101, Business Admin 201, and Info Sys/Decision Sci 265 (or equivalent) with a C or better. An advanced course in business communication focusing on case analysis, analytical reports, ethics, and business presentations.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as Communications 346)

449 Capstone in Entertainment and Tourism Studies (3)

(Same as Communications 449)

495 Internship (1-3)

Prerequisites: junior standing, major in Business Administration, consent of the instructor, 2.5 GPA and semester in residence at the university. Planned and supervised work experience. May be repeated to a total of six units of credit. Credit/No Credit grading only.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

501 Managerial Communication (3)

This course investigates the entire process of case studies and formal reports. Students analyze management communication problems, apply writing strategies, and deliver executive presentations. Credit/No Credit grading only.

590 Strategic Management (3)

Prerequisites: classified CBE status and completion of all other Foundation courses. Focuses on importance of monitoring changes in environment(s) facing business and incorporating social, economic, and technological change into corporate decision-making process. Emphasizes use of analysis tools from other M.B.A. classes with focus on data sources and methods for effective environmental scanning; emphasis on business ethics and social responsibility, international competitiveness, and changes in legal environment.

591 Comprehensive Business Management (3)

Prerequisites: classified CBE status, within six units of completion of study plan and in final semester of program. Studies complex business problems and solutions. Builds skills in integrating knowledge from functional areas and applying them in an original and organized form to a range of business problems arising from changing technology, competitive market conditions, social changes, government actions. Includes article analysis, case analysis, a research project, individual and group reports and oral and written presentations. The individual project will fulfill the terminal degree requirement.

598 Thesis (3)

Prerequisites: classified CBE status and consent of the Associate model to manage of the Policy of the Dean. Individual research under supervision. See "Theses and Projects" and Projects in this catalog for university requirements.

PREPARATION PROGRAM CHARLES IN A SHEET STREET STREET

Chemistry/Biochemistry

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

Robert C. Belloli

DEPARTMENT OFFICE

McCarthy Hall 580

PROGRAMS OFFERED

Bachelor of Science in Biochemistry
Bachelor of Science in Chemistry
Bachelor of Arts in Chemistry
Minor in Chemistry

Emphasis in Biotechnology Emphasis in Environmental Chemistry

Master of Science in Chemistry

Emphasis in Geochemistry

SUBJECT MATTER PREPARATION PROGRAM

Minor in Biotechnology

Single Subject Teaching Credential in Science

DEPARTMENT WEBSITE

http://chemsrvr2.fullerton.edu/

FACULTY

Robert C. Belloli, Peter deLijser, Richard Deming, Barbara Gonzalez, Christina Goode, A. Scott Hewitt, Gene Hiegel, Katherine Kantardjieff, Maria Linder, Christopher Meyer, John Olmsted, Harold Rogers, Chandra Srinivasan, Fu-Ming Tao, Joseph Thomas, Bruce Weber, Patrick Wegner, W. Van Willis

ADVISERS

Undergraduate: Katherine Kantardjieff Graduate: Fu-Ming Tao

INTRODUCTION

The Department of Chemistry and Biochemistry is on the approved list of the American Chemical Society. The curriculum is planned to provide thorough instruction in the basic principles and concepts of chemistry and biochemistry for students who will (1) advance to graduate work in chemistry or biochemistry; (2) teach in the science programs of secondary schools; (3) seek employment in industry or government; (4) advance to medical, dental, or pharmacy training or (5) pursue a degree or minor in support of a career in other areas such as physics, biology, geology, business or computer science.

The department offers three bachelor's degrees, the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) in Chemistry and the Bachelor of Science (B.S.) in Biochemistry.

To qualify for any of these degrees, a student must earn C grades in all courses required for the major including prerequisites in related sciences or mathematics.

The Bachelor of Arts in Chemistry, the Bachelor of Science in Chemistry and the Bachelor of Science in Biochemistry require a minimum of 120 units. These total units include courses for the major, General Education, all University requirements, and free electives.

Internships

Internship in chemistry (Chemistry 490) provides practical work experience which integrates with the student's classroom studies.

Recommended Program in General Education

Because of high unit requirements for chemistry degree programs, a student majoring in chemistry is strongly urged to consult with a chemistry faculty adviser prior to designing his/her general education program. There is a six-unit exemption in general education for B.S. Chemistry degree majors for which the undergraduate Chemistry adviser must be consulted.

Upper-Division Baccalaureate Writing Requirement

Chemistry and biochemistry majors meet the coursework portion of the University's upper-division writing requirement by passing Chemistry 340.

TEACHING CREDENTIALS

The B.A. in Chemistry degree may be effectively combined with subject matter studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postbaccalaureate students need to contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation prior to meeting with the department adviser.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

The B.S. degree in Biochemistry is recommended for students planning to go directly into professional biochemistry and for students planning to attend graduate school in biochemistry or molecular biology. It is also excellent preparation for medical, dental and pharmacy school. Students who complete this program and include Chemistry 325 and Chemistry 411 (3 units) qualify for certification by the American Chemical Society. The major in biochemistry requires the following course work:

Basic Requirements (46 units)

Courses Normally Taken During the First Two Years (Courses are prerequisite to additional required courses.):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A,B) (6)

Organic Chemistry Laboratory (Chemistry 302) (2)

Elementary Physics (Physics 211, 212) (6)

Elementary Physics Lab (Physics 211L, 212L) (2)

Analytic Geometry and Calculus (Math 150A,B) (8)

Biology 172, 273 (10) or appropriate transfer classes.

Note: Chemistry 305, 306A and B may be substituted for 301B and 302.

Additional Required Courses (30 or 32 units)

Theory of Quantitative Chemistry (Chemistry 315) (3)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Writing for the Chemical Sciences (Chemistry 340) (3)

Introduction to Physical Chemistry (Chemistry 361A,B) (6)

Careers in Chemistry and Biochemistry (Chemistry 390) (1)

General Biochemistry Laboratory (Chemistry 422) (2)

General Biochemistry (Chemistry 423A,B) (6)



Advances in
Biotechnology
(Chemistry 477) (3)
Senior Research
(Chemistry 495) (3)
Introductory Chemical
Computation
(Chemistry 210) (2)
OR Intermediate
Calculus (Math
250A) (4)

Note: Chemistry 371A,B may be substituted for Chemistry 361A,B

Upper-division electives are encouraged. See department handbook or advisor for approved list of courses.

BACHELOR OF SCIENCE IN CHEMISTRY

The Bachelor of Science degree in chemistry is recommended for students planning to go directly into professional chemistry and for those who wish to do graduate work in chemistry. Students who complete this program and include an advanced course in instrumental analysis (such as 3 units of Chemistry 411) and advanced inorganic chemistry (425) qualify for certification by the American Chemical Society. The B.S. in Chemistry requires 55 units of Chemistry courses, 25 units of support courses, and 9 units of adviser-approved career-breadth courses.

Basic Requirements (40 units)

Courses Normally Taken During the First Two Years (These courses are prerequisite to the additional required chemistry courses):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A, 305, 306A,B) (10)

Quantitative Chemistry (Chemistry 315) (3)

Fundamental Physics (Physics 225, 226, 227 (1 unit), 255L, 226L) (9)

Analytic Geometry and Calculus (Math 150A,B) (8)

Note: For students planning to pursue a graduate degree, both Physics 227 (3 units) and 227L (1 unit) are highly recommended.

Additional Required Chemistry Courses (20 units)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Inorganic Chemistry (Chemistry 325) (3) of productionable assurant

Physical Chemistry Laboratory (Chemistry 355) (3)

Writing for the Chemical Sciences (Chemistry 340) (3)

Physical Chemistry (Chemistry 371A,B) (6)

Careers in Chemistry and Biochemistry (Chemistry 390) (1)

Senior Research (Chemistry 495) (3)

Upper-division elective (3 units) making to more vib-reggi to alimit 4.1

The following upper-division chemistry courses do not apply toward the upper-division elective requirement: Chemistry 480A, 490, 495, 496 and 499.

Other Requirements (19 units)

Calculus and Linear Algebra (Math 250A,B) (8)

Introductory Chemical Computation (Chemistry 210) (2)

Career Breadth (9)

Career Breadth Requirements (9 units)

The career breadth requirement is satisfied by taking nine units of upper-division course work directly related to the student's career plans and approved in advance by the undergraduate adviser.

BACHELOR OF ARTS IN CHEMISTRY

The Bachelor of Arts in Chemistry is offered for students who are planning careers which require a sound background in fundamental chemistry, but not at the depth of the B.S. degree. The B.A. is particularly suited for those who plan to go into areas such as secondary education, technical sales, food processing, chemical patent law and forensic sciences. The B.A. in Chemistry requires 36 units of Chemistry courses, 16 units of support courses, and 6 units of adviser-approved career-breadth courses.

Basic Requirements (37 units)

Courses Normally Taken During the First Two Years (These courses are prerequisite to the additional required chemistry courses):

General Chemistry (Chemistry 120A,B) (10)

Organic Chemistry (Chemistry 301A,B, 302) (8)

Quantitative Chemistry (Chemistry 315) (3)

Elementary Physics (Physics 211, 212, 211L, 212L) (8)

Analytic Geometry and Calculus (Math 150A,B) (8)

Additional Required Chemistry Courses (18 units)

Introductory Chemical Computation (Chemistry 210) (2)

Quantitative Chemistry Laboratory (Chemistry 316) (1)

Inorganic Chemistry (Chemistry 325) (3)

Writing for the Chemical Sciences (Chemistry 340) (3)

Introduction to Physical Chemistry (Chemistry 361A,B) (6)

Career Options in Chemistry (Chemistry 390) (1)

Senior Research (Chemistry 495) (2)

Other Requirements (6 units)

Adviser-approved career breadth electives (6)

Chemistry/Pre MBA Program

A student may combine a B.A. in chemistry with a minor in Business Administration to qualify to enroll in and complete an MBA degree at CSUF in one additional year (33 units), provided all entrance requirements for the MBA program have been met. See your department adviser for details.

MINOR IN CHEMISTRY

A minor in Chemistry requires a minimum of 24 acceptable units of chemistry, including general chemistry (Chemistry 120A,B) plus 14 units of upper-division chemistry courses. These courses must be completed with an overall grade-point average of 2.0. A list of approved upper-division chemistry classes is available from the department office.

The chemistry minor is appropriate for students majoring in Biological Science, Geological Science, or Physics. It is also appropriate for students who have an interest in Art Restoration, Environmental Science, Forensic Science, Industrial Administration, Medical Technology, Patent or Environmental Law, or Science Writing. Students with an interest in these or other areas should consult the chemistry department about courses for the minor which are most appropriate for the interests.

MINOR IN BIOTECHNOLOGY

See description of this minor under the Department of Biological Science.

EMPHASIS IN BIOTECHNOLOGY

This emphasis is appropriate for students majoring in biochemistry and interested in gaining employment in nearly any area of the medical and agricultural biotechnology industries, working in academic research laboratories, or pursuing postgraduate degrees in molecular biology or biochemistry.

Required Courses (12 units)

Advances in Biotechnology Lab (Chem 472A,B) (6)

Advances in Biotechnology (Chem 477) (3)

Principles of Gene Manipulation (Biol 412) (3)

Note: Six of the twelve required units may also be applied to meet elective requirements for the B.S. Biochemistry degree.

EMPHASIS IN ENVIRONMENTAL CHEMISTRY

This emphasis provides a concentration in chemistry with respect to the environment. The course work addresses issues of concern such as EPA analysis protocols and other analytical methods, the interactions of chemicals with the air, water, and soil environments, how chemicals interact with living systems, chemical hazards, safe handling and disposal of chemicals, and an introduction to the regulatory framework. Interested students should consult their academic adviser for specific course requirements. The emphasis provides training for individuals

interested in becoming environmental scientists and for those interested in graduate programs in this area.

Requirements (18-19 units)

Three of the following (9 units):

Chemistry of Hazardous Materials (Chem 435) (3)

Atmospheric Chemistry (Chem 436) (3)

Environmental Water Chemistry (Chem 437) (3)

Environmental Biochemistry (Chem 438) (3)

Three of the following (3 units):

Optical Spectroscopy (Chem 411A) (1)

Separations (Chem 411C) (1)

Radiochemistry (Chem 411E) (1)

Mass Spectrometry (Chem 411G) (1)

Statistics Applied to the Natural Sciences (Math 338) (4 units)

This course can be substituted for Chemistry 210 in meeting requirements for the major.

Senior Research (Chem 495) (2-3 units).

Topic must be environmentally related.

The Environmental Chemistry Emphasis may be integrated with the B.S. Chemistry with no additional required units by using the above courses to meet career breadth and elective requirements. The environmental chemistry courses also can be used to satisfy requirements for the minor in chemistry.

REQUIREMENTS FOR CHEMISTRY MAJORS SEEKING A TEACHING CREDENTIAL

To qualify for the Subject Matter Preparation Program for the Single Subject Teaching Credential in Science with a concentration in Chemistry, students should elect the B.A. with the following changes:

- 1. Students substitute Science Education 412 for Chemistry 495.
- 2. Students must take Biology 171.
- 3. Students must also take Geological Science 101, 101L and 420.

MASTER OF SCIENCE IN CHEMISTRY

The degree is designed to qualify students for more advanced work in chemistry, to provide preparation that will lead to responsible positions in industrial or government research and development laboratories, and to provide preparation for the effective teaching of chemistry in high schools and community colleges.

The program provides fundamental courses at a level and depth commensurate with those taken during the first year of a doctoral program and provides an introduction to research and research methods.

Admission

Students must meet the university requirements for admittance to the university. This normally requires a baccalaureate degree from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. (See the section of this catalog on Graduate Admissions for a complete statement and procedures.) In addition to university requirements, in order to achieve conditionally classified standing in the chemistry program, a student must meet the following requirements:

- 1. An undergraduate degree in chemistry or a selection of science courses deemed as adequate preparation for further study in chemistry by the Department Graduate Committee; and
- 2. At least a 2.5 GPA in upper division chemistry courses.

Application Deadlines

Applications need to be postmarked no later than March 1st for all fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

Placement Examinations

Each student is required to take and pass placement examinations or take and pass with a grade of B or better the appropriate courses. Graduate students in one of the chemistry options must demonstrate competency by passing four placement examinations in the following five areas of chemistry: analytical, inorganic, organic, physical, and/or biochemistry. Graduate students in the biochemistry option must demonstrate competency in the following areas of chemistry: analytical, biochemistry, and organic as well as either biology or physical chemistry.

A student may take each placement examination three times within the first 13 months of enrolling in the graduate program. A student who does not pass the placement examinations within the 13 months must demonstrate competency by passing with a grade of B or better the appropriate courses within two years after first enrolling.

The appropriate courses for analytical, inorganic, and organic chemistry are Chem 315, 325, and 301B, respectively. For biochemistry, Chem 421 is the appropriate course except for a biochemistry option student who must take Chem 423A and B. For physical chemistry, Chem 361A or B is an appropriate course except for a physical chemistry option student who must take Chem 371A or B.

Classified Standing

In order to proceed from conditionally classified to classified standing, a student must meet the following requirements:

- Demonstration of competency in any three of the areas, as described
 above.
- 2. Approved selection of a research director.
- 3. An approved study plan.
- 4. The university graduate-level writing requirement.

Study Plan

Two alternatives are available for the study plan. The student can complete either a laboratory thesis (preferred) or a library thesis.

The degree program consists of 30 units of graduate committee-approved course work completed with a minimum grade-point average of 3.0 in all course work exclusive of Chemistry 505A,B and 599. Each student prepares a study plan in consultation with the graduate program adviser. The study plan must be approved by the student's research director, the department, and the Office of Graduate Studies. All chemistry courses on the study plan must be 400 level or above.

Study plans may contain no more than 2 units of Chemistry 505A,B, and no more than 6 units of Chemistry 599 (3 units for students electing the library thesis alternative).

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Courses required of all students:

Chemistry 505A,B Seminar (2)

Chemistry 599 Independent Graduate Research (3-6)

Chemistry 598 Thesis (2-4)

2. Core and Elective Requirements

A minimum of 18 units of adviser-approved coursework are required, at least nine units of which must be the 500-level. Nine of these units must be core courses in the student's area of specialization, as follows:

Analytical: Chemistry 511, 512, and 552

Biochemistry: 540, 542, and 546

Inorganic: Chemistry 425, 431, and 552

Organic: Chemistry 431, 535, and 539

A specialization on geochemistry is also available. Consult the chemistry graduate adviser for more information. For further details or advisement concerning the M.S. program, contact the graduate

adviser.

CHEMISTRY AND BIOCHEMISTRY COURSES

Physical: Chemistry 512, 551, and 552

Courses are designated as CHEM in the class schedule.

100 Survey of Chemistry (3)

Prerequisite: one year of high school algebra. The fundamental principles of chemistry; atomic and molecular structure and the application of these principles to contemporary problems. For the nonscience major. (3 hours lecture)

100L Survey of Chemistry Laboratory (1)

Prerequisite: concurrent or prior enrollment in Chemistry 100 or Chemistry 115. Experiments chosen to develop laboratory techniques; chemical principles and their application to environmental and societal problems. (3 hours laboratory)

102 Physical Science for Future Elementary Teachers (3)

(Same as Physics 102)

105 Survey of the Molecules of Life (3)

An introduction to the biochemical processes of life, including metabolism, development, and disease. Recent scientific advances are discussed with emphasis placed on AIDS, cancer, diabetes, and cloning. Scientific methods and ethical issues in scientific research are also examined. For the non-science major. (3 hours lecture)

111 Nutrition and Health (3)

The basics of nutrition; diet, food additives, vitamins, hormones, drugs, disease and related biochemical topics. Current controversies, popular practices, fads and fallacies. For the non-science major. (3 hours lecture)

115 Introductory General Chemistry (4)

Basic chemistry principles. For students with limited background in chemistry who plan to take additional chemistry or other science courses. Does not fulfill chemistry requirements for majors or minors.

120A General Chemistry (5)

Prerequisites: passage of the chemistry placement examination and exemption from or passage of the ELM examination or completion of Chemistry 115 with a grade of C or better. For majors and minors in the physical and biological sciences The principles of chemistry: stoichiometry, acids, bases, redox reactions, gas laws, solid and liquid states, changes of state, modern atomic concepts, periodicity and chemical bonding. Laboratory: elementary physical chemistry and volumetric quantitative analysis. (3 hours lecture, 3 hours laboratory, 3 hours activity) (CAN CHEM 2) (CAN CHEM SEQ A = Chemistry 120A and B)

120B General Chemistry (5) The STE 112 visiting of

Prerequisite: Chemistry 120A or equivalent. For majors and minors in the physical and biological sciences, chemical thermodynamics, chemical equilibrium (gaseous, aqueous, acid-base, solubility and complexion), elementary electrochemistry and chemical kinetics.

Laboratory: quantitative analysis and elementary physical chemistry; some qualitative analysis. (3 hours lecture, 6 hours laboratory).

(CAN CHEM 4) (CAN CHEM SEQ A = Chemistry 120A and B)

120W General Chemistry Workshop (1)

Corequisite: Chemistry 120A. Designated to develop and refresh problem-solving, mathematical and analytical skills needed for success in Chemistry 120A. Activity-based, small-group cooperative learning used extensively. Limited to students enrolled in Chemistry 120A.

125 General Chemistry for Engineers (3)

Prerequisite: Chemistry 120A. The topics are the same as Chemistry 120B but without laboratory. Not open to students with credit in Chemistry 120B. (3 hours lecture)

196 Student-to-Student Tutorials (1-3)

Supervised experience in chemistry teaching through tutoring or assisting in lower-division laboratory or field classes. Consult "Student-to-Student Tutorials" in this catalog for prerequisites and a more complete course description.

210 Introductory Chemical Computation (2)

Prerequisites: Chemistry 120A,B and a major in chemistry or biochemistry. Introduction to the use of spreadsheets and C language programming for chemical problem solving and data management. Chemical algorithms; data analysis and interpretation; graph selection and preparation; data base creation and management; file transfers between programs and operating systems. (2 hours activity/lecture)

295 Directed Study (1)

Prerequisite: consent of instructor. Research in chemistry under the supervision of a chemistry department faculty member. Credit/no credit only. May be repeated for credit. Does not count towards major. (3 hours laboratory per unit)

301A Organic Chemistry (3)

Prerequisites: Chemistry 120A,B. Properties and reactions of aliphatic and aromatic compounds, theories of structure, and reaction mechanisms. For the nonchemistry major or for a B.A. in Chemistry or B.S. in Biochemistry major. (3 hours lecture)

301B Organic Chemistry (3)

Prerequisites: Chemistry 120A,B and 301A. Properties and reactions of aliphatic and aromatic compounds, theories of structure, and reaction mechanisms.For the nonchemistry major or for a B.A. in Chemistry or B.S. in Biochemistry major. (3 hours lecture)

302 Organic Chemistry Laboratory (2)

Prerequisite: Chemistry 301A. Corequisite: Chemistry 301B.

Techniques for the synthesis, characterization and isolation of typical aliphatic and aromatic compounds. (6 hours laboratory).

302A Organic Chemistry Laboratory (1)

Chemistry 302A must be taken concurrently with Chemistry 301A. Techniques for the synthesis, isolation and characterization of typical aliphatic and aromatic compounds. Students wishing to fulfill all of their organic chemistry laboratory requirements in a single semester should enroll in Chemistry 302.

302B Organic Chemistry Laboratory (1)

Chemistry 302B must be taken concurrently with Chemistry 301B. Techniques for the synthesis, isolation and characterization of typical aliphatic and aromatic compounds. Students wishing to fulfill all of their organic chemistry laboratory requirements in a single semester should enroll in Chemistry 302.

303A,B,C Biotechnology: Science, Business, and Society (1-3)

Prerequisites: completion of General Education Categories I, II, and III.A.1 and 2. Chemistry 303A is a prerequisite for Chemistry 303B and 303C. Major applications of modern biotechnology will be explored in a lecture/discussion/presentation format that includes guest speakers from industry. (3 hours lecture/discussion for 5 weeks)

303A Biotechnology: Business and Society (1)

303B Biotechnology: Medical Biotechnology (1)

303C Biotechnology: Agricultural and Environmental Biotechnology (1)

305 Organic Chemistry (3)

Prerequisite: Chemistry 301A. Corequisite: Chemistry 306B. Continuation of Chemistry 301A for the B.S. in Chemistry major.

306A Organic Chemistry Laboratory (2)

Prerequisites: Chemistry 120 A,B. Corequisite: Chemistry 301A. Techniques for synthesis, isolation and characterization of typical aliphatic and aromatic compounds, with applications of instrumental and spectroscopic methods for the B.S. in Chemistry major.

306B Organic Chemistry Laboratory (2)

Prerequisites: Chemistry 301A, 306A. Corequisite: 305.

Continuation of Chemistry 306A for the B.S. in Chemistry major.

311 Nutrition and Disease (3)

Prerequisite: Chemistry 111 or Biology 101. Relationship between nutrients and disease, with an emphasis on cancer, atherosclerosis and infectious illness. Dietary factors that modify and/or contribute to the disease process from the viewpoints of physiology, biochemistry and immunology. Not applicable to the major or minor. (3 hours lecture) (Same as Biology 311)

313A,B,C Environmental Pollution and Its Solutions: Air Pollution, Water Pollution, Land Pollution (1-3)

Prerequisites: completion of General Education Categories I, II, and III.A. Human pollution of the Earth's atmosphere, 313A, aqueous environment, 313B, and terrestrial environment, 313C, and means to ameliorate this pollution. Historical examples, current cases, and future prospects. (3 hours lecture/discussion for 5 weeks)

313A Environmental Pollution and Its Solutions: Air Pollution (1)

313B Environmental Pollution and Its Solutions: Water Pollution (1)

313C Environmental Pollution and Its Solutions: Land Pollution (1)

315 Theory of Quantitative Chemistry (3)

Prerequisite: Chemistry 120B. Physics 211, 212 or Physics 225. Physics 226 strongly recommended. Modern analytical chemistry; aqueous and non-aqueous equilibrium calculations, electrochemistry, spectrometry, and contemporary separation methods with emphasis on chromatography. (3 hours lecture)

315W Quantitative Chemistry Workshop (1)

Corequisite: Chemistry 315. Designed to enhance knowledge and skills needed for success in Chemistry 315. Emphasis on review of general chemistry, problem-solving skills, study and exam skills, and their application to quantitative chemistry. Credit/No Credit only.

316 Quantitative Chemistry Laboratory (1)

Prerequisite: Chemistry 315. Corequisite: Chemistry 210. Modern analytical chemistry laboratory: polyprotic acids, liquid chromatography, electrochemistry, absorption spectroscopy (ultraviolet/visible, infrared, atomic). (3 hours laboratory)

325 Inorganic Chemistry (3)

Prerequisite: Chemistry 301B or 305. The chemistry of the main group elements and an introduction to transition metal chemistry. (3 hours lecture)

340 Writing for the Chemical Sciences (3)

Prerequisites: Upper-division standing, English 101 and two semesters of chemistry beyond general chemistry. Design and preparation of scientific manuscripts and presentations. Emphasizes practice in writing, American Chemical Society writing guidelines, peer-review and critical analysis of scientific literature.

355 Physical Chemistry Laboratory (3) 1) white tracks

Prerequisite: Chemistry 316. Corequisite: Chemistry 361B or 371B. Experiments in chemical synthesis, instrumental analysis and physical chemistry. Laboratory training and written presentation of theory, data and results are emphasized. (1 hour lecture, 6 hours laboratory).

361A, B Introduction to Physical Chemistry (3, 3)

Prerequisites: Mathematics 150A,B and Physics 211, 212 or 225, 226, Chemistry 301A,B or 305. Corequisite: Chemistry 315. Thermodynamics and kinetics; properties of gases and solutions; molecular structure and energies and application to spectroscopic techniques; liquids, phase equilibria, thermodynamics of multicomponent systems with application to the life sciences. (3 hours lecture)

371A,B Physical Chemistry (3,3)

Prerequisites: Mathematics 250A, Physics 225, 226 and Chemistry 301A. Corequisite: Mathematics 250B and Chemistry 315. Thermodynamics, solutions, chemical and phase equilibria, electrochemistry, transport phenomena, introduction to atomic and molecular structure, rotation and vibration spectroscopy, statistical mechanics, and kinetics. (3 hours lecture)

390 Careers in Chemistry and Biochemistry (1)

Prerequisite: Chemistry 120B. Career options in chemistry.

Credit/no credit only. (1 hour lecture)

395 Undergraduate Research (1-3)

Prerequisites: Completion of one upper-division course in chemistry, one semester of experience working in a research laboratory, and consent of instructor. Independent research in chemistry or biochemistry under the guidance of a department faculty member. May be repeated for credit. Does not count towards major. (3 hours per week per unit). (4 units maximum)

411A-G Instrumental Analysis (1)

Prerequisites: Chemistry 315 and 316. Corequisite for 411A: Chemistry 361B or 371B or consent of instructor. Students wishing an ACS certified degree must take three units. (1 hour lecture, 3 hours laboratory for 5 weeks)

- A. Optical Spectroscopy (UV/visible, infrared, atomic absorption, flame emission)
- B. Magnetic Resonance (nuclear magnetic resonance, electron spin resonance)
- C. Separations (high performance liquid chromatography, gas chromatography)
- E. Radiochemistry
- G. Mass spectrometry (conventional magnetic sector, quadruple, Fourier transform, tandem, and time-of-flight; hyphenated techniques including gas chromatography (GC-MS), liquid chromatography (LC-MS).

421 Biological Chemistry (3) (Formerly 322)

Prerequisite: Chemistry 301A. Survey of biochemistry designed for biology majors. This course will cover major areas of biochemistry, including intermediary metabolism and compounds of biochemical interest. The focus of this one-semester course will be on the application of biochemistry and the biochemical foundation of health science. (3 hours lecture)

422 General Biochemistry Laboratory (2)

Prerequisites: Chemistry 302A or 306A and 316. Corequisite: Chemistry 421 or 423A. The chemistry and metabolism of carbohydrates, nucleic acids, lipids and proteins; techniques of enzyme chemistry and isolation; research methods. (6 hours laboratory)

423A General Biochemistry (3)

Prerequisite: Chemistry 301B or 305. Corequisite: Chemistry 315. Survey of biochemistry designed for Biochemistry majors; structural chemistry and function of biomolecules, bioenergetics and intermediary metabolism. (3 hours lecture)

423B General Biochemistry (3) (E.E.) yrazimasi) Isotayd E.A.IYE

Prerequisite: Chemistry 423A5. Corequisite: Chemistry 315. Survey of biochemistry designed for Biochemistry majors; structural chemistry and function of biomolecules, central metabolism; replication and expression of the genetic material. (3 hours lecture)

425 Advanced Inorganic Chemistry (3)

Prerequisites: Chemistry 325 and 361A,B or 371A,B. The bonding, structure and reactivity of transition and lanthanide elements. Molecular orbital and ligand field theory, classical metal complexes and organometallic chemistry of the transition elements. (3 hours lecture)

Prerequisites: Chemistry 301B or 305 and 361A,B or 371A,B or consent of instructor. Theoretical and physical aspects of organic chemistry. The modern concepts of structure, and reaction mechanisms. (3 hours lecture)

435 Chemistry of Hazardous Materials (3)

Prerequisite: Chemistry 301B. An in-depth examination of hazardous chemicals; organic and inorganic air- and moisture-sensitive compounds, reactive metals; chemical reactivity patterns; chemical compatibilities; storage and handling; methods of disposal and waste containment; Federal and local regulations; case histories. (3 hours lecture)

436 Atmospheric Chemistry (3)

Prerequisite: Chemistry 315 or consent of instructor. Chemistry and photochemistry of the troposphere and stratosphere, both natural and polluted. Includes fundamental reaction kinetics and mechanisms, monitoring techniques, smog chamber, field and modeling studies. (3 hours lecture)

437 Environmental Water Chemistry (3)

Prerequisite: Chemistry 315. Chemical characteristics of fresh and oceanic water; major water pollutant classes, origins, environmental chemical transformations, effects, abatement, and fates; chemical methods for determining water quality, large scale processes for water treatment. (3 hours lecture)

438 Environmental Biochemistry (3)

Prerequisite: Chemistry 301B. Effects of current agricultural, industrial and mechanical practices on the composition, metabolism and health of soil, plants, animals and man, from a biochemical perspective; mechanism of action and degradation of common agricultural chemicals and industrial pollutants. (3 hours lecture)

445 Nutritional Biochemistry (3)

Prerequisite: Chemistry 423A or Chemistry 421. Nutrition, metabolism and excretion of carbohydrates, proteins, fats, vitamins, major minerals and trace elements from a biochemical perspective. Relevant variations in dietary practices related to life stages and specific illnesses. (3 hours lecture)

472A Advances in Biotechnology Lab (3)

(Same as Biology 472A)

472B Advances in Biotechnology Laboratory (3)

(Same as Biology 472B)

473 Introduction to Bioinformatics (3) Introduction to Bioinformatics (3) Introduction to Bioinformatics

(Same as Biology 473)

477 Advances in Biotechnology (3)

(Same as biology 477)

480A Topics in Contemporary Chemistry (1)

Prerequisite: junior or senior standing in chemistry. Research seminar dealing with topics of current interest in chemistry such as photochemistry, biochemistry, analytical chemistry and organometallic chemistry. Credit/no credit only. Not applicable toward master's degree. May be repeated for credit.

480T Topics in Contemporary Chemistry (2-3)

Prerequisite: junior or senior standing in chemistry. Special lecture topics of current interest in chemistry. May be repeated for credit. (1 hour lecture per unit)

480M MARC Proseminar (1)

(Same as Biology 480M)

490 Internship in Chemistry and Biochemistry (1-2)

Prerequisites: junior or senior standing in chemistry and consent of instructor. Internship in chemistry. Work on projects in industrial, governmental or medical laboratories. May count as career breadth requirement units for chemistry majors. May be repeated once. Does not count toward M.S. degree.

495 Senior Research (1-3)

Prerequisites: three one-year courses in chemistry, Chemistry 390, and consent of instructor. Corequisite: Chemistry 340. The methods of chemical research through a research project under the supervision of one of the Department faculty. May be repeated for credit. Only 6 units may apply toward B.A. or B.S. degree (3 hours per week per unit)

496 Student-to-Student Tutorials (1-3)

Supervised experience in chemistry teaching through tutoring or assisting in laboratory or field classes. Consult "Student-to-Student Tutorials" in this catalog for prerequisites and a more complete course description.

498 Senior Thesis (2) a grant way 90002 [solmer] more man

(Same as Biology 498)

499 Independent Study (1-3) washington and analysis and laste

Prerequisites: junior or senior standing and completion of two one-year courses in chemistry. Special topics in chemistry selected in consultation with the instructor and approval of department chair. May be repeated for credit. Only six units may apply toward B.A. or B.S. degree.

505A Seminar (Participation) (1) Oct and an additional seminar (Participation)

Prerequisites: graduate standing and consent of department.

Student attendance at presentations by invited scientists on topics of current interest in chemistry. May not be repeated for credit.

505B Seminar (Presentation) (1)

Prerequisites: Chemistry 505A, graduate standing and consent of the department. Student presentation of recent contributions to the chemical literature. May not be repeated for credit. (1 hour seminar)

511 Theory of Separations (3)

Prerequisites: Chemistry 355 and 361A,B or 371A,B. The theory, application and limitations of physical and chemical separation techniques; chromatography. (3 hours lecture)

512 Advanced Instrumentation (Formerly 580T) (3)

Prerequisite: Chemistry 315. Spectroscopic instrumentation components and systems. Includes laser spectroscopy, mass spectroscopy, chemical sensor, process control, surface science, and microscopy methods; vacuum technology, optics, electro-optics, and electronics components; design and repair of instrumentation. (3 hours)

535 Organic Synthesis (3)

Prerequisites: Chemistry 361A,B or 371A,B and 301B or 305. Methods of synthetic organic chemistry and their application to construction of organic molecules. (3 hours lecture)

539 Chemistry of Natural Products (3)

Prerequisite: Chemistry 301B or 305. The biosynthesis of the alkaloids, terpenes, steroids and other natural products of plant and animal origin. (3 hours lecture)

543 Physical Biochemistry (3)

Prerequisites: Chemistry 361A,B or 371A,B, 322 or 423A,B or consent of instructor. Methods for measuring physical properties of proteins and nucleic acids. Thermodynamic and hydrodynamic aspects. (3 hours lecture)

546 Metabolism and Catalysis (3)

Prerequisite: Chemistry 421 or 423A,B or consent of instructor.

Regulation of bio-synthetic and degradative reactions in living systems.

The control of enzyme activity and concentration. Mechanisms of hormone action. (3 hours lecture)

551 Quantum Chemistry (3)

Prerequisites: Chemistry 371A,B. Postulates and theories of approximation methods in quantum chemistry, the electronic structure of atoms and molecules, chemical bonds, group theory and applications. (3 hours lecture)

552 Kinetics and Spectroscopy (Formerly 580T) (3)

Prerequisite: Chemistry 361B or 371B. Kinetics and spectroscopy of chemical and biochemical systems in the gas phase, in the liquid phase, and on surfaces.

580T Topics in Advanced Chemistry (1-6)

Prerequisite: graduate standing in chemistry. Current research topics in chemistry in the area of analytical, organic, inorganic, physical chemistry and biochemistry. May be repeated for credit. (1 hours seminar period)

597 Project 1-6

Prerequisites: an officially appointed project committee and consent of the department chair. Guidance in the preparation for a project for the master's degree.

598 Thesis (1-6)

Prerequisite: an officially appointed thesis committee. Guidance in the preparation of a thesis for the master's degree.

599 Independent Graduate Research (1-6)

Prerequisite: graduate standing in chemistry. May be repeated for credit.

INTRODUCTION

Chicana and Chicano Studies is an interdisciplinary field, drawing from and contributing to the humanities, social sciences and the arts. The department offers a unique opportunity for students to gain an understanding and awareness of the vital presence and increasing significance of the Chicano population in the United States. Studies of the Chicana/o experience include history, culture, art, literature, music and contemporary issues, such as education, family identity, immigration and citizenship, ethnicity and gender. Particular emphasis is also given to other Latino cultures in the United States. Community service learning and research is an important aspect of the curriculum.

Because of its interdisciplinary scope, Chicana/o Studies offers a broad liberal arts education with theoretical perspectives and critical thinking skills to prepare students for rewarding careers in the public and private sector. Chicana/o Studies graduates enter careers in business, communications, counseling, government science, law, social services and teaching. The major also provides a strong foundation for graduate studies.

The Chicano Studies option consists of 36 units, of which a minimum of 24 units must be upper-division. Students must consult with their advisers for an approved study plan. In addition, a minor consisting of 24 units is offered in Chicano Studies.

INTERNATIONAL EMPHASIS

The Department of Chicana and Chicano Studies offers courses relevant to Mexico and Latin America that incorporate humanities and social sciences perspectives. Issues of culture and ethnicity are integrated in all of the coursework. This ensures that students understand their own culture in relationship to other cultures and therefore develop a global perspective. Chicana/o Studies majors are encouraged to explore international educational opportunities, either through the CSU international programs, or through any one of the numerous other international programs offered by academic institutions throughout the United States. The Department of Chicana/o and Chicano Studies will cooperate fully in providing academic credit in Chicano Studies for such experiences where appropriate.

TEACHING CREDENTIAL

Because Chicana/o Studies is interdisciplinary, the major provides a particularly fine background for elementary school teaching (K-8) and for secondary school teaching (7-12) in the social sciences. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN ETHNIC STUDIES OPTION IN CHICANO STUDIES

The Bachelor's of Arts in Ethnic Studies (Chicana/o Studies) requires a minimum of 120 units which includes courses for the option, General Education, all University requirements, and free electives.

A total of 36 units from the following courses are required for the option.

DEPARTMENT CHAIR

Isaac Cardenas

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/Chicano

PROGRAMS OFFERED

Bachelor of Arts in Ethnic Studies

Option in Chicano Studies

Minor in Chicano Studies

FACULTY

Isaac Cardenas, Robert Castro, Dagoberto Fuentes, Nancy Porras-Hein, Naomi Quinonez

ADVISERS

Consult the department chair.

Lower-Division (6 units minimum)

Chicana/o 106 Intro to Chicano Studies (3)

Chicana/o 220 Mexican Heritage (3)

Upper-Division (24 units minimum)

Required Courses (9 units)

Selected from the following courses: (2) Impossion A manual 3 and SE

Chicana/o 330 The Evolution of Mexican Literature (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

Chicana/o 353 Mexico Since 1906 (3)

Upper-Division Writing Requirement (3 units)

Chicana/o 400 Research and Writing in Ethic Studies (3)

OR English 301 Advanced College Writing (3)



Electives (12 units minimum)

Chicana/o 101
Introduction to
Ethnic Studies (3)

Chicana/o 102 Communication Skills (3)

Chicana/o 190 Survey of American History with Emphasis on Ethnic Minorities (3)

Chicana/o 302 Ancient Mexican Culture (3)

Chicana/o 303 Cultural
Differences in Mexico
and the Southwest (3)

Chicana/o 304 Music of Mexico (3) (same as Music 304)

Chicana/o 305 The Chicano Family (3)

Chicana/o 306 Barrio Studies (3)

Chicana/o 313 La Chicana (3)

Chicana/o 315 Chicano/Latino Theater (3)

Chicana/o 316 The Chicano Music Experience (3)

Chicana/o 330 Evolution of Mexican Literature (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 332 The Chicano Adolescent (3)

Chicana/o 336 Main Trends in Spanish-American Literature (3)

Chicana/o 337 Contemporary Chicano Literature (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3)

Chicana/o 353 Mexico Since 1906 (3) Jan H mestram A la vaviga (00)

Chicana/o 360 Chicanos and the Law (3)

Chicana/o 433 Mexican Literature Since 1940 (3)

Chicana/o 450 The Chicano and Contemporary Issues (3)

Chicana/o 460 The Chicano and Politics (3) 388 11911 (mode) 051

Chicana/o 480 The Immigrant and the Chicano (3)

Chicana/o 499 Independent Study (1-3)

302 Ancient Mexican Culture (3) SAIDUTS ONADIHO NI RONIM

The minor in Chicano Studies consists of 24 units in the following areas:

Required lower-division courses (6 units)

Chicana/o 106 Intro to Chicano Studies (3) Total among the company of

Chicana/o 220 Mexican Heritage (3) 6 03 03 04 01 213 11000 LSTUPLED 3 of T

Required upper-division courses (9 units)

(to be selected from the following)

Chicana/o 330 The Evolution of Mexican Litertaure (3)

Chicana/o 331 The Chicano Child (3)

Chicana/o 340 Mexican/Chicano Intellectual Thought (3)

Chicana/o 345 History of the Chicano (3) Sunling-Reon base Isomore H

Chicana/o 353 Mexico Since 1906 (3)

Approved Electives

Nine units of approved course work in lower- and upper-division classes that are selected by the adviser.

GRADUATE STUDY alaid around Common at shows

The Department of Chicana and Chicano Studies offers courses for advanced study in the following graduate degree programs:

Master of Science in Education: Bilingual/Bicultural Concentration

Master of Arts in Spanish; Bilingual Concentration

CHICANA AND CHICANO STUDIES COURSES

Courses are designated as CHIC in the class schedule.

101 Introduction to Ethnic Studies (3)

(Same as Afro-Ethnic Studies 101)

102 Communication Skills (3)

The basic communication skills including oral and written expression.

A unit on the mechanics of writing and reporting on a term paper.

106 Introduction to Chicano Studies (3)

Prerequisite: Completion of General Education category III.C.1. The role of the Chicano in the United States. The Chicano's cultural values, social organization, urbanization patterns, and the problems in the area of education, politics and legislation.

108 Linguistics and Minority Dialects (3)

(Same as Linguistics 108)

190 Survey of American History with Emphasis on Ethnic Minorities (3)

(Same as History 190 and Afro-Ethnic Studies 190. This course fulfills Title V, Statutory Requirements.)

220 Mexican Heritage (3)

The basic characteristics of the Mexican, especially the Chicano society and culture. From 1519 to the present. Emphasis on the arts, literature and history of Mexico and the Chicano in the United States.

302 Ancient Mexican Culture (3) 3310UT2 OMAOIHO WI HOMIM

An historical and cultural survey of the principal pre-Columbian cultures of Mexico and their significance for Mexican society.

303 Cultural Differences in Mexico & the Southwest (3)

Prerequisite: completion of General Education category III.C.1.

The cultural conflicts in Mexico as seen by the contemporary thinkers of Mexico and the United States. Urban and rural problems.

304 Music of Mexico (3)

(Same as Music 304)

305 The Chicano Family (3)

The Chicano family development as an American social institution. Historical and cross-cultural perspectives. The socio-, and psychodynamics of the Chicano family.

306 Barrio Studies (3)

Prerequisite: Chicana/o Studies 220 or consent of instructor. The major characteristics of the barrio. Supervised fieldwork in the barrio is required. Analysis of the barrio or agency will be made after fieldwork is completed. (2 hours lecture, 3 hours fieldwork)

313 La Chicana (3)

Prerequisite: completion of General Education category III.C.1. The cultural influences that the family, religion, economic status and community play upon the lifestyles, the values and the roles held by Chicanas. (Same as Women's Studies 313)

315 Chicano/Latino Theater (3)

Prerequisite: completion of General Education category III.B.1. or III.B.2. Analysis of contemporary Chicano/Latino theater in relation to its historical evolution. Emphasis on plays, playwrights and theater groups expressing the Chicano/Latino experience. Extensive play reading. (Same as Theater 315)

316 The Chicano Music Experience (3)

Mexican folk and popular music and its relationship to the culture which produced it. The pre-Cortesian period to the present in Mexico and in the Southwestern United States.

330 The Evolution of Mexican Literature (3) (Formerly 430)

Prerequisite: completion of the General Education Category III.B.2. Survey and analysis of the Nahautl, Mexican and Chicano literature from the pre-Columbian period to the present. Not applicable for graduate degree credit.

331 The Chicano Child (3) (Formerly 431)

Prerequisite: completion of General Education category III.C.1.

The Chicano child from preschool through grade six. Motor, physical, social, intellectual and emotional growth and development and their effect on school adjustment and achievement. Observation of preschool and grade school children.

332 The Chicano Adolescent (3)

Prerequisite: completion of the General Education category III.C.1 The Chicano adolescent's social, intellectual and emotional growth and development. The bicultural pressures from the barrio, family structure, school and achievement values.

333 Mexican Literature Since 1940 (3) (Formerly 433)

Prerequisite: completion of General Education category III.B.2. The literature of Mexico since 1940: Carlos Fuentes, Luis Spota, Rodolfo Usigli, Xavier Villarrutia, Juan Jose Arreola, Octavio Paz, Roberto Blanco Moheno and Luis G. Basurto. Not applicable for graduate degree credit.

336 Main Trends in Spanish-American Literature (3)

The main currents of Spanish-American literature emphasizing contemporary works. The relation between the artistic expression and the ideological values of the period.

337 Contemporary Chicano Literature (3)

Prerequisite: Chicana/o Studies 106, or 220, or consent of instructor. The modern Chicano writers in the United States: Allurista, Corky Gonzales, Octavio Romano, El Teatro Campesino and the major Chicano magazines and newspapers.

340 Mexican/Chicano Intellectual Thought (3) (Formerly 440)

Prerequisite: Completion of General Education category III.B.2. The emergence of the Chicano movement dealing with political, economic and sociological facets. The writing of Nahautl, Spanish, Spanish-American, Chicano, and contemporary writers. Not applicable for graduate degree credit.

345 History of the Chicano (3)

Prerequisite: completion of the General Education category III.C.1. History of the Chicano from the pre-Columbian period to the present. The Chicanos' changing role in the United States, their cultural identity crisis and their achievements.

353 Mexico Since 1906 (3)

Prerequisite: completion of General Education category III.C.1. The Mexican Revolution of 1910 stressing the political, economic and social aspects as well as its contributions in the fields of art, literature and social reforms.

360 Chicanos and the Law (3)

The relationship between Chicanos and the legal and judicial system, including the administration of justice, Chicano-police relations, and Chicanos and the prison system. Guest speakers will be a regular feature.

400 Research and Writing in Ethnic Studies (3)

(Same as Asian American 400)

450 The Chicano and Contemporary Issues (3)

The socioeconomic and political problems confronting the Chicano including proposed solutions. The effect that social institutions have had on the Chicano community.

460 The Chicano and Politics (3)

Theory of urban politics and evaluation of issues that affect the Chicanos and American society. Evaluations and surveys will be made on political organizations in Hispanic-surnamed communities. (Same as Political Science 460)

480 The Immigrant and the Chicano (3)

Mexican immigration to the United States and its social, economic and political impacts on the Chicano and non-Chicano communities and other immigrant groups.

499 Independent Study (1-3)

Prerequisites: senior standing and approval by the department chair and instructor(s) in charge of directing the study. An opportunity to do independent study, under the guidance of the faculty, on a subject of special interest to the student.

599 Independent Graduate Research (1-3)

Prerequisites: consent of instructor and classified status. Individual research for Chicana and Chicano Studies components in Master of Arts in Bilingual Studies (Spanish), Master of Science in Bilingual Education (Education) and related programs. Maximum of 3 hours credit

Child and Adolescent Studies College of Human Development and Community Service

DIVISION OF CHILD, FAMILY, AND COMMUNITY SERVICES

DEPARTMENT OF CHILD AND ADOLESCENT STUDIES

DEPARTMENT CHAIR

Patricia A.Szeszulski

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/CAS/ studentstudent.htm/

PROGRAMS OFFERED

Bachelor of Science in Child and Adolescent Development Minor in Child and Adolescent Development

FACULTY

Sylvia Alva, Jacqueline Coffman, Leslie Grier, Enid Gruber, Diana Wright Guerin, Ellen Junn, Leigh Hobson, Kari Knutson Miller, Sharon Seidman Milburn, Pamella Oliver, Mark Runco, Susan Shipstead, Patricia A. Szeszulski, Sharon Willmer, Shelli Wynants, Shu-Chen Yen

INTRODUCTION

The Department of Child Adolescent Studies takes an interdisciplinary approach to the study of development from conception through adolescence that emphasizes interrelationships between the developing person, family, and community. The curriculum examines empirically derived biological-physical, socio-emotional, and cognitive developmental milestones, as well as individual differences and common variations in development. This applied program addresses developmentally appropriate educational, socialization, and parenting practices within the context of key theoretical paradigms. Course topics focus on observation skills, knowledge of research methodology and assessment, and the interaction of contextual and individual factors as they shape development, including the influences of biology, gender, families, peers, institutional practices, societal change, social class, communities, culture, and public policies.

The Child and Adolescent Development major is designed to provide students with the knowledge and skills to interact effectively with children, adolescents, and families in a variety of educational and service settings. Effective work with and/or on behalf of children, adolescents, and families in diverse environments is informed by research, relevant professional and ethical standards, and legal mandates. Because such settings change dramatically with time, the curriculum provides students with a variety of tools to acquire, communicate, and disseminate information so that they may develop a lifelong pursuit of developmental inquiry. Course work emphasizes critical thinking, proficiency with field relevant technology resources, communication skills, and the intellectual framework and methods necessary for in-depth interdisciplinary study.

The Bachelor of Science in Child and Adolescent Development provides broad undergraduate preparation for careers in child and adolescent-related professions, including elementary education, special education, early care and education, child/adolescent guidance, and a variety of youth-related social service careers as well as graduate study in disciplines such as child development, counseling, developmental psychology, and social work.

ACADEMIC ADVISEMENT

Academic advisement is provided at both the Fullerton and El Toro campuses through regularly scheduled Overview of the Major sessions and individual student advising appointments. During their first semester as a major, students are required to attend an Overview of the Major session and are expected to consult with a department adviser to develop an academic plan. Consult the department website or contact the department office for a schedule of Overview of the Major sessions and to arrange an individual advisement appointment.

BACHELOR OF SCIENCE IN CHILD AND ADOLESCENT DEVELOPMENT

The Bachelor of Science in Child and Adolescent Development requires the successful completion of a minimum of 51 units in the major consisting of required core classes, advisement track courses, fieldwork, and interdisciplinary courses from other departments. A grade of C or better is required in all courses applied to the major.

Required Core Classes (18 units)

Prerequisites are strictly enforced in the four-semester core sequence.

Child/Adolescent Studies 300 Elements of Effective Professional Communication (3)

Child/Adolescent Studies 301 Inquiry and Methodology in Development (3)

Child/Adolescent Studies 310 Assessing and Observing Development (3)

Child/Adolescent Studies 325A Conception through Adolescence (3)
Child/Adolescent Studies 325B Age 9 through Adolescence (3)
Child/Adolescent Studies 490T Senior Seminar (3)

Advisement Track (15 units)

Each student, in consultation with a department adviser, selects a 15-unit advisement track in an area of specialization. Standard advisement tracks include elementary education, special education, early care and education, adolescent/youth services, preparation for master's/doctoral degrees or other specialized training, and general studies in child and adolescent development.

Fieldwork (6 units)

Students take the core practicum course (3 units) and one advisement track-specific practicum course (3). Students must complete a minimum of 60 hours of supervised fieldwork while enrolled in each of the two required fieldwork courses.



Core Practicum Course (3 units)

Child/Adolescent
Studies 394
Practicum Seminar
(2) and
Child/Adolescent
Studies 394L
Practicum in Child
Development (1)

One of the following advisement trackspecific practicums (3 units)

Child/Adolescent Studies 464 Seminar (2) and

Child/Adolescent Studies 464L Practicum in Early Care and Education (1)

OR Child/Adolescent Studies 484 Seminar (2) and

Child/Adolescent Studies 484L Practicum in Adolescent/Youth Services (1)

OR Child/Adolescent Studies 494 Seminar (2) and

Child/Adolescent Studies 494L Practicum in Child, Family, and Community Involvement (1)

OR Ed Elm 315A Lecture (2) and

Ed Elm 315B Introduction to Elementary Teaching Lab (1)

Interdisciplinary Study

Biology

Biology 305 Human Heredity and Development (3)

Cultural Diversity Class - Take one of the following:

Afro/Afro Ethnics 310 Black Women in America (3)

Afro/Afro Ethnics 311 Intracultural Socialization Patterns (3)

American Studies 301 The American Character (3)

American Studies 450 Women in American Society (3)

Anthro 450 Culture and Education (3)

Asian Amer 300 Introduction to Asian American Studies (3)

Asian Amer 308 Asian American Women (3)

Asian Amer 340 Asian American Communication (3)

Asian Amer 342 Asian American Families (3)

Chicano 305 The Chicano Family (3)

Chicano 331 The Chicano Child (3)

Sociology 357 Minority Group Relations (3)

Speech Comm 320 Intercultural Communication (3)

Women's Studies 302 Introduction to Intercultural Women's Studies (3)

Sociology - Take one of the following:

Sociology 451 Sociology of the Family (3)

Sociology 453 Child in American Society (3)

Special Education - Take one of the following:

Special Ed 371 Exceptional Individual (3)

Special Ed 400 Early Childhood Special Education (3)

MINOR IN CHILD AND ADOLESCENT DEVELOPMENT

For a minor in Child and Adolescent Development, 21 units are required. A minimum of 12 units of coursework for the minor must be distinct from coursework that is applied to the major. No more than six units of lower-division coursework may be applied to the minor.

Core Courses (9 units)

Child/Adolescent Studies 301 Inquiry and Methodology in Development (3)

OR approved alternate

Child/Adolescent Studies 325A Conception to Age 8 (3)

Child/Adolescent Studies 325B Age 9 through Adolescence (3)

Practicum (3 units)

Take one of the following: amoulavab blide to whose vasadobal

Child/Adolescent Studies 394 Practicum Seminar (2) and

Child/Adolescent Studies 394L Practicum in Child Development (1)

OR Child/Adolescent Studies 464 Seminar (2) and

Child/Adolescent Studies 464L Practicum in Early Care/Education (1)

OR Child/Adolescent Studies 484 Seminar (2) and

Child/Adolescent Studies 484L Practicum in Adolescent/Youth Services (1)

OR Child/Adolescent Studies 494 Seminar (2) and

Child/Adolescent Studies 494L Practicum in Child, Family, and Community Involvement (1)

OR Ed Elm 315A Lecture (2) and

Ed Elm 315B Introduction to Elementary School Teaching: Fieldwork (1) (E) 8 29A dgwords noisign

Electives (9 units)

Nine units selected in consultation with department adviser.

MULTIPLE SUBJECTS TEACHING CREDENTIAL PREPARATION

A Multiple Subjects Teaching Credential is required to teach in California public elementary schools. Completion of either the Multiple Subject Matter Preparation Program (MSMPP) or the California Subject Examination for Teacher (CSET): Multiple Subjects is an entrance requirement for Multiple Subjects Teaching Credential programs. Further information is available from the Center for Careers in Teaching.

BLENDED TEACHER EDUCATION PROGRAM

First-time freshman interested in teaching in a California public elementary school may apply to the Blended Teacher Education Program (BTEP). Child and Adolescent Development majors in the BTEP combine their bachelor's degree in CHAD with credential program classes to earn a baccalaureate degree and Level I credential in four calendar years. Further information is available from the Center for careers in Teaching.

CHILD AND ADOLESCENT STUDIES COURSES

Courses are designated as CAS in the Class Schedule.

210 Orientation to the Field of Child Development (3)

Introduction to the field of child development. Survey of programs and services for children, adolescents, and young adults, and exploration of professional opportunities, organizations, and publications.

300 Elements of Effective Professional Communication (3)

Prerequisite: sophomore status. Styles of written communication common to child development programs and services. Reporting on theories and research to multiple audiences (e.g. other professionals, parents, community groups, etc.) in written and oral formats. Meets upper-division baccalaureate writing course requirement for Child and Adolescent Development majors.

301 Inquiry and Methodology in Development (3)

Prerequisite: sophomore status. Framework and methods necessary for interdisciplinary study of child development. Conducting library research, reading and writing scientific reports, using descriptive and inferential statistics, developing computer literacy, and exploring developmental methodology and theory. (2 hours lecture, 2.5 hours laboratory)

310 Assessing and Observing Development (3)

Prerequisites: Child/Adolescent Development 300, 301. Purposes and methods associated with assessing and observing child and adolescent development. Topics include selection of appropriate methods, survey of standardized measures, ethics, and interpretation and implications of data.

312 Human Growth and Development (3)

Prerequisite: Psychology 101 or consent of instructor. Biological/ physical, socio-emotional, cognitive development across the lifespan.

325A Conception through Age 8 (3)

Prerequisites: Child/Adolescent Studies 300, 301. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from conception through age 8.

325B Age 9 through Adolescence (3)

Prerequisites: Child/Adolescent Studies 300, 301, 325A. Research, theories and their application to biological/physical, socio-emotional, and cognitive development from age 9 through adolescence.

330 Adolescence and Early Adulthood (3)

Prerequisite: Psychology 101 or consent of instructor. Examination of human development during and following adolescence. Community resources and services for adolescents and their families. Consequences of adolescent experiences for later development.

350 Chid Development in Elementary School Settings (3)

Prerequisite: completion of General Education Category III.C.1.1 pt Positive developmental outcomes associated with programs/materials used in elementary school contexts are examined. Developmental theory and research findings are linked to these practice alternatives.

394 Practicum Seminar in Child and Adolescent Development (2)

Prerequisite: Child/Adolescent Studies 300, 301, 325A or approved survey of development course. Co-requisite: Child/Adolescent Studies 394L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of child development professionals.

394L Practicum in Child and Adolescent Development (1)

Co-requisite: Child/Adolescent Studies 394. Supervised field experience in agencies, institutions and organizations serving children and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

464 Practicum Seminar in Early Care/Education (2)

Prerequisites: Child/Adolescent Studies 300, 301, 325A, 394, 394L Co-requisite: Child/Adolescent Studies 464L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of early childhood development professionals.

464L Practicum in Early Care/Education (1)

Co-requisite: Child/Adolescent Studies 464. Supervised field experience in agencies, institutions, and organizations serving young children and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

484 Practicum Seminar in Adolescent and Youth Services (2)

Prerequisites: Child/Adolescent Studies 300, 301, 325A, 394, 394L. Co-requisite: Child/Adolescent Studies 484L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of adolescent development/youth services professionals.

484L Practicum in Adolescent and Youth Services (1)

Co-requisite: Child/Adolescent Studies 484. Supervised field experience in agencies, institutions, and organizations serving adolescents and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

490T Senior Seminar in Child and Adolescent Development (3)

Prerequisites: senior standing, Child/Adolescent Studies 300, 301, 310, 325A, 325B. Systematic study of theory, methods, and findings concerning a specific developmental topic. Variable topics include Children and Adolescents at Risk, Cognition and Motivation, Controversial Issues in Development, Culture and Ethnicity in Development, Life Span Creativity, Life Span Perspective, Families and Development, Gender and Development, Gifted Intelligence, Working for Change, Legislative Advocacy, Moral Development, Self Concept, and Temperament and Development. May be repeated for credit under different topic.

494 Seminar in Child, Family, and Community Involvement (2)

Prerequisites: Child/Adolescent Studies 300, 301, 325A, 394, 394L. Co-requisite: Child/Adolescent Studies 494L. Classroom analysis of field experience focusing on linkages between theory and practice and skills and techniques of professionals working with parents and families in school and community settings.

494L Practicum in Child, Family, and Community Involvement (1)

Co-requisite: Child/Adolescent Studies 494. Supervised field experience in agencies, institutions, and organizations serving parents and families. Minimum of four hours per week for a total of 60 hours required for the semester. Credit/No Credit grade option only.

496 Student-to-Student Tutorial (1-3)

Prerequisites: a 3.0 or higher grade-point average and simultaneous enrollment in the course being tutored or previous enrollment in a similar course or its equivalent. Consult "University Curricula" section of this catalog for more complete course description. May be repeated for a maximum of 6 total units of credit. Only 3 units may be taken in a single semester.

499 Independent Study (1-3)

Individual research project, either library or field, under the direction of a Child and Adolescent Studies faculty member. May be repeated for a maximum of six total units of credit. Only three units may be taken in a single semester.

Communications

College of Communications

DEPARTMENT CHAIR

Wendell C. Crow

DEPARTMENT OFFICE

College Park 400

DAILY TITAN NEWSROOM

College Park 670

DAILY TITAN BUSINESS MANAGER

College Park 660

DEPARTMENT WEBSITE

http://communications.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Communications
Concentrations:

Advertising

Entertainment Studies

Journalism

Photocommunications

Public Relations

Minors

Advertising

Journalism

Master of Arts in Communications

FACULTY

Jeff Brody, Pamela Caldwell, Thomas Clanin, Wendell Crow, David DeVries, Olan Farnall, Tony Fellow, Dennis Gaschen, Carolyn Johnson, Kuen-Hee Ju-Pak, Cynthia King, Paul Lester, Gail Love, Joseph Massey, Coral Ohl, Rick Pullen, Tony Rimmer, Shay Sayre, Nancy Snow, Andi Stein, Edgar Trotter, Hazel Warlaumont, Diane Witmer, Fred Zandpour

INTRODUCTION

Effective ethical communications are essential for the well being of a democratic society. Thus, there is a need for persons trained in the theory and practice of informing, instructing, and persuading through communications media. The educational goals of the programs leading to the Bachelor of Arts in Communications are to:

- Ensure that all majors are exposed to a broad liberal education;
- Provide majors with a clear understanding and a global perspective of the role of communications media in society; and
- Prepare majors desiring communications-related careers in the mass media, business, government and education by educating them in depth in one of the specialized concentrataions within the department.

ADVISERS

Undergraduate: All faculty serve as undergraduate advisers. Students may find their assigned concentration adviser in the Communications Department Office, College Park 400.

Graduate: Shay Sayre, College Park 400 or College Park 650-29. Additional advising services are available in the College of Communications Advising Center, CP-425.

BACHELOR OF ARTS IN COMMUNICATIONS

A communications major is required to take 12 units of core requirements in addition to 24 units in a chosen concentration. The department offers five concentrations: advertising, entertainment, journalism (print and broadcast), photocommunications, and public relations. The major totals 36 units. All prerequisite courses must be completed with a grade of C or better

Collateral requirements: Twelve units of upper-division course work in other departments approved by the student's concentration adviser are also required. Collateral courses are listed on advising materials available in College Park 400.

Every major must take a minimum of 80 units outside Communications, out of the 120 units required for graduation. Of this 80 units, 65 must be in the traditional liberal arts, humanities and sciences. Students should consult their concentration adviser and the College of Communications Advisement Center early in their course work to be sure they meet these requirements.

Grade-Point Average Requirements

Three grade-point averages, each 2.0 or higher, are required for graduation:

- A. An average based on all units attempted, including those attempted at other institutions.
- B. An average based on all units attempted at CSUF.
- C. An average based on all units attempted in the major.

Communications Core

The communications core provides background and perspective appropriate to all the departmental concentrations and an understanding of the role of communicators and their contributions to the development of high standards of professionalism.

Nine units of required course work:

Communications 233 Mass Communications in Modern Society (3)

Communications 407 Communications Law (3)

Communications 425 History and Philosophy of American Mass Communication (3)

Plus three units selected from:

Communications 300 Visual Communication (3)

Communications 333 Mass Media Effects (3)

Communications 410 Principles of Communications Research (3)

Communications 422 Communications Technologies (3)

Communications 426 Global Media Systems (3)

Communications 480 Persuasive Communications (3)

Minor or Collateral Requirement

All Communications majors must complete EITHER a minor (double major also counts) OR 12 collateral units (4 classes) of upper-division (UD) coursework outside of Communications. For minors or double major requirements, consult the "Academic Programs" section of this catalog. For collaterals, consult a concentration checklist for a list of approved courses. The following classes are approved for ALL concentrations: Afro 335, American Studies 300, American Studies



301, Comparative
Religions 400,
Philosophy 312,
Political Science 300,
Political Science 448,
Psychology 351,
Radio-TV-Film 300,
Radio-TV-Film 350,
Radio-TV-Film 480,
Sociology 345, Speech
Communication 320,
Speech Communication 325, Speech
Communication 333.

Communications Concentrations

Every communications major must select and complete 24 units of course work in a major concentration.

ADVERTISING CONCENTRATION

The objective of the advertising concentration is to prepare students for entry-level positions in one or more of the four basic advertising activities: creative (copy, layout design), media planning and buying, research, and management. Students are provided with knowledge and skills needed for work with an advertiser, advertising agency, the print and broadcast media, or support service industry.

Communications 350 Principles of Advertising (3)

Communications 351 Writing for the Advertising Industry (3)

Communications 352 Advertising Media (3)

Communications 353 Advertising Creative Strategy and Execution I (3)

Communications 451A,B or C Advertising Campaigns (3)

Communications 495 Mass Media Internship (3) April how gollkouth I

Plus three units from: Communications 317, 358, 361, 380, 410, 415T or 446.

Plus three units from: Communications 450, 452, 453, 454, 455 or 456.

ENTERTAINMENT STUDIES CONCENTRATION

Courses in this concentration introduce students to theory, trends and practices emerging in entertainment and tourism. The concentration is designed to prepare students for career opportunities in entertainment communication and management in a growing range of sectors including business, industries, agencies, and nonprofit organizations.

Communications 101 Writing for Mass Media (3)

Communications 346 Introduction to Entertainment Studies (3)

Communications 446 Entertainment and Society (3)

Communications 449 Capstone in Entertainment and Tourism Studies (3)

Communications 495 Mass Media Internship (3)

Plus one of the following: Communications 301, 334, 338, 351, or 362
Plus six units from: Communications 317, 350, 352, 361, 380, 410*, 422*, 426* or 447.

*Course may count either as a core elective or as a concentration elective, but not as both.

JOURNALISM CONCENTRATION

The principal objective of the journalism concentration is to provide the skills and practice necessary for careers in the print media. Specifically, the concentration objectives are: (1) to provide experience in writing various types of news stories, and to develop skills in reporting and news gathering techniques; (2) to develop critical acumen necessary to check news stories for accuracy and correctness; (3) to develop skills in graphics or photography that complement the journalistic writing skills; (4) to provide actual on-the-job experience by working on the campus newspaper and through an internship, and (5) to add breadth and depth to the professional's specialized skills through collateral courses.

The concentration includes three emphases: print, broadcast journalism and visual journalism.

Journalism Concentration Core:

Communications 101 Writing for the Mass Media (3)

Communications 203 Introduction to Visual Journalism Production (3)

Communications 338 News Media Production (3)

Communications 495 Mass Media Internship (3)

Print Journalism Emphasis

Communications 201 Reporting for the Mass Media (3)

Communications 332 Editing and Design (3)

Plus six units from: Communications 334, 335, 380, 434, 435, 436, 437, or 438T.

Broadcast Journalism Emphasis

Communications 202 Writing Broadcast News (3)

Communications 372 TV News Production (3)

Plus six units from: Communications 335, 371, 380, 435, 436, 438T.

Visual Journalism Emphasis

Communications 319 Photojournalism

Communications 409 Advanced Photojournalism

Plus six units from: Communications 332, 380, 436, 438T.

PHOTOCOMMUNICATIONS CONCENTRATION

The photocommunications concentration provides a comprehensive study of the aesthetics, theories, and practices of contemporary photography for professional careers in magazine and newspaper photojournalism, and advertising/commercial photography.

Communications 101 Writing for the Mass Media (3)

Communications 217 Introduction to Photography (3)

Communications 319 Photojournalism (3)

Communications 321 Advanced Color Photography (3)

Communications 495 Mass Media Internship (3)

Plus six units selected from:

Communications 326, 338, 340, 358, 380, or 409.

Plus one of the following:

Communications 301, 334 or 362.

PUBLIC RELATIONS CONCENTRATION

This concentration provides preparation in both theory and practice of two-way communication and management counsel for prospective professional public relations careers in business, industry, agency, government, and nonprofit sectors of society.

Communications 101 Writing for Mass Media (3)

Communications 361 Principles of Public Relations (3)

Communications 362 Public Relations Writing (3)

Communications 464 Public Relations Management (3)

Communications 495 Mass Media Internship (3)

Plus one writing course from:

Communications 301, 334, or 338.

Plus six units selected from:

Communications 317, 346, 350, 358, 363, 380, 410, 446, 467, 468 or 497.

WRITING REQUIREMENTS

All communications majors must satisfy both departmental and university writing requirements. For the department Writing Requirement, each concentration requires one or more writing courses. Consult an adviser or concentration checklist.

University Writing Requirement: The course work portion of the university's upper-division baccalaureate writing requirement for communications majors may be met by satisfactory completion of any one of Communications 301, 334, 335, 338, 351, 362, 371, and 435. Students must earn a C or better in the course which is used to fulfill the university's upper-division writing requirement.

INTERNSHIP REQUIREMENTS

The Department of Communications has always recognized the beneficial attributes of an internship. Students intern at sites in Orange and Los Angeles Counties, as well as at national and international sites. Examples of internship sites include newspapers, magazines, television and radio stations, public relations and advertising agencies, health-related institutions, nonprofit organizations, film production companies, publishers, education offices, high-tech industries and cities and businesses with communications needs.

Students can view course syllabus on the website at 100 To mail httpS://commsec.fullerton.edu/internship for a full understanding of the internship program. Applications are approved by the Communications Faculty Internship Coordinator (located at College Park 460-24) through the online site before a student registers with Titan. Deadlines for applications are March 15 (summer); May 15 (fall); October 15 (spring). Internship coursework must be completed within the term it is taken. Incompletes are discouraged. Students are encouraged to seek advice from the Communications Faculty Internship Coordinator (located at College Park 460-24) early in their academic career to gain the highest level of professional growth from their internship experience.

Students must meet the following prerequisites:

- Communications major
- Senior standing 2.25 GPA overall and in major
- Specific prerequisites for each area of concentration which are NOT TO BE TAKEN CONCURRENTLY WITH THE INTERNSHIP. They include:

Advertising

Required: Communications 350, 351, 352, and 353.

Recommended: Communications 358.

Entertainment Studies

Required: Communications 346, 446.

Journalism

Required: Communications 203 and 338.

Recommended: Communications 334 and 335.

Photocommunications

Required: Communications 217, 319, and 321.

Recommended: Communications 326.

Public Relations

Required: Communications 361 and 362.

Recommended: Communications 358, 363, and 464.

Students with the equivalent of one year or full-time employment in the area of their concentration may petition out of the Internship by taking a different 400 level class approved by their faculty adviser. International students must obtain approval of the International Education and Exchange Office.

Students who do not meet the 2.25 GPA may be asked to petition out of the Communications 495 class and take a different 400 level class approved by their faculty adviser.

Applications and information can be obtained at the Department of Communications Internship Office in College Park 460-24.

MINOR IN ADVERTISING

The minor in Advertising requires 21 units as follows:

Lower-Division (3 units)

Communications 233 Mass Communications in Modern Society (3)

Advertising courses (12 units)

Communications 350A,B or C Principles of Advertising (3)

Communications 352A,B or C Advertising Media (3)

Communications 353A,B or C Creative Strategy and Execution (3)

Communications 451A,B or C National Advertising Campaigns (3)

Electives (6 units)

Two adviser-approved courses from Communications 380, 407, 415T, 425, 450, 452, 453, 454, 455, 456 or 480.

MINOR IN JOURNALISM

The Minor in Journalism requires 21 units. Required Journalism courses for a Minor in Journalism, unlike the Minor in Advertising, must be taken in sequence. Each course builds upon the other. The three required journalism courses provide a core of information for beginning journalism students. Students can then specialize in print, broadcast or visual journalism. A stint on the Daily Titan, Communications 338 News Media Production, takes the place of an internship. However, students who will plan to purse a career in professional print journalism are encouraged - but not required - to obtain an internship before applying for a job.

Communications Core Requirements (6 units)

Communications 233 Mass Media in Modern Society (3)

Plus three units selected from: Communications 310, 407, or 425 (3)

Journalism Concentration Requirements (9 units)

Communications 101 Writing for the Mass Media (3)

Communications 203 Introduction to Visual Journalism Production (3)

Communications 338 News Media Production (3)

Electives (6 units)

Choose six units from one of the following specializations:

Print Journalism Track

Communications 201 Reporting for the Mass Media (3)

Plus three units selected from: Communications 332, 334, 335, 380,

434, 435, 436, 437, or 438T.

Broadcast Journalism Track

Communications 202 Writing Broadcast News (3) Thos grants SEE

Plus three units selected from: Communications 335, 371, 372, 380, 435, 436, or 438T.

Visual Journalism Track

Communications 319 Photojournalism (3)

Plus three units selected from: Communications 300, 332, 380, or 409

MASTER OF ARTS IN COMMUNICATIONS

The degree is designed to provide advanced study in communications theory and research by integrating courses from all of the department's areas of study: advertising, journalism, public relations and entertainment.

The program prepares the graduate to apply advanced communications concepts, research and development skills, and relevant theories of communications media for a wide variety of purposes. These studies serve those whose careers involve the use of mediated messages to inform, instruct, and persuade as well as those seeking doctoral degrees. Coursework is highly applicable to a wide range of careers in business, industry, government, education, mass media, and entertainment.

Students completing the Master of Arts in Communications are eligible for journalism and communications teaching positions in community colleges.

Admission to Graduate Standing: Conditionally Classified

Normally, an applicant must meet grade-point average requirements of 3.0 in the undergraduate major and 2.75 in the last 60 semester units of undergraduate course work, meet the university requirements, and satisfactorily complete the Graduate Record Examination General Test prior to admission. Students must also submit three letters of recommendation and an essay (approximately 1000 words) outlining reasons for pursuing the master's degree. Consult the department graduate program adviser or the department Web site for details regarding additional admission requirements.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Graduate Standing: Classified

A student admitted in conditionally classified standing may be granted classified standing upon the development of an approved study plan and satisfactory completion of prerequisite course work. Satisfactory coursework or its equivalent in the following may be taken concurrently with degree requirements if not completed prior to classification:

- (a) communications writing (Communications 201, 301, 351, 362)
- (b) an introductory course in communications (Communications 233, 332, 350, 361)
- (c) Communications 410 Principles of Communication Research

Study Plan

The student is required to complete 30 units of approved studies with a minimum grade-point average of 3.0 including 21 units in 500-level communications courses. Six of the 21 units of 500-level courses may be a thesis, three units may be a project. The remaining units may be comprised of 400-level courses appropriate to the student's area of interest.

The candidate must develop a program of study in consultation with the graduate adviser of the Department of Communications. The candidate must plan the thesis or project topic with a committee. The committee includes at least two faculty members from the Department of Communications.

Study plan requirements include the following:

Core Courses (9 units)

Communications 500 Theory and Literature of Communications (3)

Communications 507 Communications Research Design and Analysis (3)

Communications 508 Humanistic Research in Communications (3)

OR Communications 509 Social Science Research in Communications (3)

400-500 Level Courses (21 units)

In consultation with the graduate adviser, students design a program of study that is tailored to their educational and career goals and integrates courses in advertising, journalism, pubic relations, and entertainment. Maximum 9 units of 400-level courses allowed.

Project/Thesis/Exam (0-6 units)

Communications 597 Project (3)

OR Communications 598 Thesis (6)

OR Comprehensive Exam

For further information and advisement, please consult the graduate program adviser or the department website.

COMMUNICATIONS COURSES

Courses are designated as COMM in the class schedule.

101 Writing for Mass Media (3)

Prerequisites: English 101 or equivalent with a grade of *C* or better; typing ability. Principles and practices of writing for major types of mass communications media. Content, organization, conciseness and clarity (2 hours lecture, 2 hours laboratory).

201 Reporting for Mass Media (3)

Prerequisite: Communications 101. Development of expertise in the use of news reporting techniques combined with development of ability to compose complex journalistic writing forms for possible publication. Students will be introduced to computer-assisted reporting. They will also write stories for the *Daily Titan*.

202 Writing Broadcast News (3)

Prerequisites: English 101 or equivalent with a grade of C or better; Communications 101 or equivalent; typing ability. Intensive journalistic writing and reporting for radio and television. Emphasis on writing assignments for both audio and video tape media. Lecture/discussion of issues and responsibilities facing broadcast journalists.

203 Introduction to Visual Journalism Production (3)

Photojournalism assignments (news, sports and features) will be completed with still and video cameras for print and World Wide Web presentations. Camera operation, shooting techniques, photo software, cut-line writing, video and audio production and editing, and Web homepage production.

217 Introduction to Photography (3)

Cameras, accessories, materials, exposure, image processing, printing, finishing, composition, filters, flash, studio techniques, and special subject treatments and applications. (2 hours lecture, 2 hours activity)

233 Mass Communication in Modern Society (3)

Prerequisite: completion of General Education Category III.C.1.

Newspapers, magazines, films, radio and television; their significance as social instruments and economic entities in modern society. (CAN JOUR 4)

300 Visual Communication (3)

Prerequisite: completion of General Education Categories III.B.1 or III.B.2. A social and cultural analysis of the meaning, production and consumption of visual information in a modern media society. Still, moving, television, graphic design, cartoon, and computer images will be analyzed in terms of technical, commercial, and cultural considerations.

301 Writing for Broadcasting and Film (3)

Prerequisites: English 101 or equivalent with a grade of C or better; typing ability. Theory and principles of writing in the broadcast and film media.

310 Mass Media Ethics for Communications Professionnals (3)

Prerequisite: Junior standing. The study of moral and professional conduct within various communications contexts. Examines cases involved with advertising, broadcast journalism, film, photojournalism, print journalism, public relations, television and the World Wide Web.

317 Multimedia Production (3)

Prerequisite: Completion of General Education Category III.B.1 or III.B.2. A convergence in film/digital photography, communication design, streaming media, and web-page production for creative visual problem solving. Students apply new media techniques to real world problems through service learning or client-based projects.

319 Photojournalism (3)

Prerequisite: Communications 203 or 217. Photography for publication in print media. News, advertising, feature, sports, lifestyle, photo essay and documentary applications. (2 hours lecture, 3 hours laboratory)

321 Advanced Color Photography (3)

Prerequisites: junior standing and Communications 319 or consent of instructor. Positive and negative color film processing, sensitometry, and color printing. Creative and effective use of color in publications photography. (2 hours lecture, 3 hours laboratory)

326 Communications Photography (3)

Prerequisites: junior standing and Communications 321, or consent of instructor. Photographs and photographic communications produced with the large format camera for the mass media, business, education, government, industry and science. (2 hours lecture, 3 hours laboratory)

332 Editing and Design (3)

Communications 201 or consent of instructor. Principles and practice of newspaper editing: copy improvement, headline writing, news photos and cutlines, wire services, typography, copy schedules and control, page design and layout, law and ethics. (2 hours lecture, 3 hours laboratory)

333 Mass Media Effects (3)

Prerequisite: completion of General Education Category III.C.1. The course is intended to help students discover the role mass media communications play in all human activity with heavy emphasis on the effects of mass media on the political, social, and economic fabric of America.

334 Feature Article Writing (3)

Prerequisites: English 101 or equivalent with a grade of *C* or better; and Communications 101 or equivalent. Nonfiction writing for newspapers and magazines; sources, methods and markets.

335 Public Affairs Reporting (3)

Prerequisites: English 101 or equivalent with a grade of C or better; Communications 101 and either 201or 202, or consent of instructor; and junior standing. Communications 407 recommended. Reporting public interest news such as courts, education, finance, government, police and urban problems.

338 News Media Production (3)

Communications 201, 202 or consent of instructor. Members of the class constitute the editorial staff of the university newspaper and receive training in print, on-line and magazine-style journalism. Meets four hours per week for critiques in news reporting, writing, editing and makeup, followed by production. May be repeated for a maximum of six units of credit. (More than 9 hours laboratory)

340 Photography in Advertising and Public Relations (3)

Prerequisites: junior standing and Communications 326 or consent of instructor. Advertising and public relations photography. Materials and techniques for producing photographs with visual impact suitable for photo reproduction. Students will prepare a portfolio of photographs. (2 hours lecture, 3 hours activity)

346 Introduction to Entertainment and Tourism Studies (3)

Introduces students to the entertainment industry. Applies entertainment and persuasion theory. Offers learning about career opportunities in entertainment-related fields. Explores the tasks, skill sets, demands and rewards associated with different entertainment professions. (Same as Theatre 346 and Business Administration 346)

350 Principles of Advertising (3)

This course explores the functions, strategies, ethics, technology, and media relevant to the advertising industry, as well as concepts in international, intercultural and integrated marketing communication.

351 Writing for the Advertising Industry (3)

Prerequisite: English 101. This course develops written communications and critical thinking skills essential for success in all advertising related careers. Students learn to compose persuasive letters, reports, proposals and news releases. Emphasis is placed on grammar and language skills. Students must achieve a C or better to continue taking advertising courses.

352 Advertising Media (3)

Prerequisites: Communications 350 and junior standing. Planning, execution and control of advertising media programs. Basic data and characteristics of the media. Buying and selling process, techniques, and methods in media planning process. Audience measurement and media analysis.

353 Advertising Creative Strategy and Execution I (3)

Prerequisites: English 101, Communications 350, and junior standing. Writing of copy and layout of advertisements, based on study of sales appeals, attention factors and illustrations. (2 hours lecture, 2 hours activity)

358 Graphics Communications (3) has been also seed to be a seed to be

Prerequisite: junior standing. Printing processes, publication formats, copy preparation, copy-fitting techniques, layout principles, paper selection and distribution methods. (2 hours lecture, 2 hours activity)

361 Principles of Public Relations (3)

Prerequisite: junior standing. The social, behavioral, psychological, ethical, economic and political foundations of public relations, and the theories of public relations as a communications discipline.

362 Public Relations Writing (3)

Prerequisites: English 101 or equivalent with a grade of *C* or better; Communications 101 or consent of instructor; typing ability; junior standing. Communications analysis, writing for business, industry and nonprofit organizations. Creating effective forms of public relations communication.

363 Desktop Publishing (3)

Prerequisite: completion of any one of Communications upperdivision writing courses. Editing functions and techniques involved in creative development of publications for business, industry and nonprofit organizations and institutions. Magazines, newspapers, newsletters and brochures.

371 Radio News Production (3)

Prerequisites: Communications 202 and 203. Writing, producing, planning, taping, editing and evaluating radio news.

372 TV News Production (3)

Prerequisites: Communications 202 and 203. Writing, production and evaluation of television news. Discussion of TV reporting techniques and problems. Students cover events and produce TV news in lab.

380 Web Design and Production (3)

Prerequisite: junior standing. Underlying design concepts and production techniques for creating World Wide Web multimedia presentations for educational lessons, commercial applications, and online publications.

407 Communications Law (3)

Prerequisites: Communications 233 and junior standing. The Anglo-American concept of freedom of speech and press; statutes and administrative regulations affecting freedom of information and publishing, advertising, and telecommunication. Libel and slander, rights in news and advertising, contempt, copyright, and invasion of privacy.

409 Advanced Photojournalism (3)

Prerequisite: Communications 319. Advanced press photography. Extensive use of cameras for photographic reporting; evaluation and preparation of pictures for publication. Field/laboratory experience in black and white and color. (2 hours lecture, 3 hours laboratory)

410 Principles of Communication Research (3)

Prerequisites: Communications 233 and junior standing. Research methods used to assess the effects of print, broadcast, and film communications on audience attitudes, opinions, knowledge, and behavior. Research design and data analysis in communications research.

415T Current Issues in Advertising (3)

Prerequisites: Communications 233, 350, or 361; permission of instructor. This course presents a variety of current advertising topics in all fields of communications. Professional problems, global issues, critical analysis and special skills are presented to supplement the curriculum, and to enhance the understanding of, and appreciation for, advertising concepts. Not available for graduate degree credit.

422 Communications Technologies (3)

Prerequisite: Communications 233. Issues surrounding communications technologies. Covered are recent developments in technology, impact of government, industry and economic factors, historical overview, and implications for social change. Exposure to technological developments. Applications to all areas of mass communications.

425 History and Philosophy of American Mass Communication (3)

Prerequisites: Communications 233 and junior standing. American mass communication; newspapers and periodicals through radio and television; ideological, political, social and economic aspects. Not available for graduate degree credit.

426 Global Media Systems (3)

Prerequisites: Communications 233 and junior standing. Major mass communication systems, both democratic and totalitarian, and the means by which news and propaganda are conveyed internationally.

434 Magazine Industry and Production (3)

Prerequisite: Communications 338 or consent of instructor. Students produce Tusk, the magazine of Cal State Fullerton. They learn the dynamics of magazine production and the magazine industry.

435 Opinion Writing (3)

Prerequisites: English 101 or equivalent with a grade of "C" or better, upper-division writing course and junior standing. Techniques of editorial writing and opinion writing, including personal essays, for print, broadcast and the Internet. The role of punditry in television news and on TV and radio talks shows, and how this might affect public perceptions of the media.

436 Reporting on the Entertainment Industry (3)

Prerequisite: Communications 201, 202, or consent of instructor. Development of expertise in reporting and writing on the entertainment industry. An understanding of the economics, business models, legal aspects, and culture of the industry.

437 Advanced Magazine Writing (3)

Prerequisites: Communications 201 and 338. Designed to give students practical experience in reporting and writing long, in-depth feature articles for professional magazines. Will cover the peculiarities of researching writing for specialized audiences, and the business of free-lancing. Includes techniques for improving clarity, cohesion, emphasis and concision.

438T Specialized Reporting (3)

Prerequisite: Communications 201, 202 or consent of instructor. This varied topic course is designed to teach advanced reporting and writing skills in specialized areas. It will combine an awareness of techniques and resources with an abundance of writing models and field experiences.

446 Entertainment and Society (3) A said of Society 446

Prerequisite: Communications 233, 316, or Business Administration 346 or Theatre 346. In-depth exploration of the role of entertainment in modern society. Examines audience uses, motivations and individual preferences for entertainment. Reviews theories and research regarding the form and function of entertainment and entertainment media.

447 Tourism and Travel (3)

Prerequisite: Communications 346, 350, or 361 or Management 339 or Marketing 351 or Theatre 200. This course examines the concepts, tools, and techniques necessary for understanding the tourism and travel industry and its promotional communications. Students explore the trends and issues of tourism and travel and the unique problems and opportunities of this field.

449 Capstone in Entertainment and Tourism Studies (3)

Prerequisite: Communications 346 or equivalent. Prepares students for careers in the entertainment industry by combining theory with applied principles and analytical skills in examining and developing case studies. Students plan and execute their own campaigns and projects. (Same as Theatre 449 and Business Administration 449)

450 Advertising and Brand Communication Management (3)

Prerequisites: Communications 352 and 353. Theory and techniques for planning, directing and evaluating advertising and brand communication programs with emphasis on media-message strategies. Managerial approach with case studies to the solution of brand communications problems.

451A Advertising Campaigns —AAF Competition (3) (Formerly 451)

Prerequisites: Communications 352, 353, and consent of instructor. Advertising campaigns, including applied research, writing and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

451B Advertising Campaigns —Local Focus (3) (Formerly 451)

Prerequisites: Communications 350, 352, 353. Advertising campaigns, including applied research, writing and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

451C Advertising Campaigns —TitanCom Agency (3) (Formerly 451)

Prerequisites for Advertising majors - Communications 350, 352, 353; for Public Relations majors - Communications 361, 362. Advertising campaigns, including applied research, writing and utilization of print and electronic mass media. Design of complete campaigns from idea to prediction readiness.

452 Advanced Media Strategy and Tactics (3)

Prerequisite: Communications 352 or consent of instructor. This course is designed to offer students further education in advertising media. It integrates theories from related disciplines, such as communications, marketing, and psychology, to illustrate better ways to use media as a competitive tool in business.

453 Advertising Creative Strategy and Execution II (3)

Prerequisite: Communications 353. Advanced advertising projects involving application and execution of creative advertising strategies for mass media, including theory and practice of writing copy, and preparing comprehensive layouts and completed scripts. Group discussions, labs, and individual conferences.

454 Advertising Media Sales (3)

Prerequisites: Communications 350 and 353; or Communications 332 and either 217 or 358; or Marketing 351 and any 300-level graphics, layout or design course. Prepares students for careers in advertising media sales, including radio, television, newspaper, magazine, new media and the internet. Personal sales techniques and media sales strategies are presented for each medium.

455 Internet Advertising & Promotional Communications (3)

Prerequisites: Communications 350, 352 and 353 or consent of instructor. This course examines Internet advertising and marketing issues and ideas. Students learn to evaluate, develop, and execute Internet-based advertising and promotional campaigns.

456 Advertising Account Planning (3)

Prerequisites: Communications 353 anad 410. Students learn to apply principles of research, consumer behavior and creative concept development to advertising and brand communication campaigns. Field study and case application facilitate the process of the planner's consumer advocacy function.

464 Public Relations Management (3)

Prerequisites: Communications 361, 362 and junior standing. Analysis of systems and strategies for planning public relations campaigns and solving/preventing problems. Individual, team case studies, in corporate development of proposals; actual use of tools in addition to role playing presentations to management.

467 Public Relations Agency Seminar (3)

Prerequisites: Communications 101, 361 and junior standing. Seminar focuses on psychology and functions of client counseling, proposal writing, new business development, agency management, servicing clients, evaluation of methods, reporting results, and legal and ethical concerns.

468 Corporate and Nonprofit Public Relations (3)

Prerequisites: Communications 101 and 361. This seminar focuses on the public relations strategies and tactics used in today's increasingly sophisticated and maturing corporate and nonprofit marketplaces. This advanced course, which relies heavily on professional guest speakers and in-class simulations/exercises, encompasses a host of specific topics, such as fund raising, corporate and social responsibility, media relations, and technology and ethical issues.

477 Research Methods in Primatology (3)

Prerequisites: Communications 346, 350 and 361; Management 339, Marketing 351, or Theatre 200. This course examines the concepts, tools, and techniques necessary for understanding the tourism and travel industry and its promotional communications. Students explore the trends and issues of tourism and travel and the unique problems and opportunities of this field.

480 Persuasive Communications (3)

Prerequisites: Communications 233 and junior standing. Persuasive communications applied to mass communication. The communicator, audience, message content and structure, and social context in influencing attitudes, beliefs and opinions.

495 Mass Media Internship (3)

Prerequisites: senior standing, communications major, 2.25 GPA overall and in major, and specific prerequisites for each concentration. Visit the website at: httpS://commsec.fullerton.edu/internship for further details. Supervised internship according to concentration. Selected from a wide variety of communications media, industries, agencies, and nonprofit organizations. Applications must be made through the department coordinator one semester prior to entering the program. See the department section titled "Internship Requirements" in this catalog or the internship website. (Cedit/No Credit Only)

496 Student-to-Student Tutorial (1-3)

Prerequisites: consent of instructor and previous superior performance in a similar or equivalent course. Under faculty supervision, student provides tutorial assistance in a communications course. May involve small group demonstrations and discussions, individual tutoring and evaluation of student performance as appropriate. May be repeated to a maximum of four units either separately or in combination with Communications 499.

497 Public Communications Practices (3)

Prerequisite: Communications 346, 350, 361 or consent of instructor. Public communications theory and practice. Ethics, responsibilities and role of public communications in contemporary society. Principles applied to event planning, including Communications Week (spring only) or other activities.

499 Independent Study (1-3)

Prerequisite: consent of department chair. Individually supervised mass media projects and research on campus and in the community. May involve newspaper and magazine publishers, radio and television stations and public relations agencies. May be repeated up to a maximum of four units either separately or in combination with Communications 496.

500 Theory and Literature of Communications (3)

Prerequisite: conditional classified status. Theories and research on communication processes and effects; source, media, message, audience and content variables. Types, sources and uses of communication literature. Graduate seminar.

507 Communications Research Design and Analysis (3)

Prerequisite or co-requisite: Communications 500. This course develops a working knowledge of data collection and analysis techniques in both quantitative and qualitative research methods. The material and presentation are developed for practical application to all professional fields of communication.

508 Humanistic Research in Communications (3)

Prerequisites: Communications 410, 507 (may be taken concurrently) and classified status. Humanistic methods of study in communications: historical research and critical analysis applied to problems, issues and creative works in communication. Graduate seminar.

509 Social Science Research in Communications (3)

Prerequisites: Communications 410, 507 (may be taken concurrently) and classified status. Social-scientific research design and analysis and the study of communication processes and effects. Graduate seminar.

515T Professional Problems in Specialized Fields (3)

Prerequisite: Communications 500. Selected topics and issues in the field of mass communications. Subjects vary each semester. May be repeated with a different topic.

517 Ethical Problems of the Mass Media (3)

Prerequisite: Communications 500. This course will study criticisms of specific functions of the mass media and public relations. The course will consist of three sections: the history of criticism; problem areas of the media; and practitioner response to criticism.

518 Public Relations Theory (3)

Prerequisite: Communications 500. This graduate seminar explores cutting edge communication and organizational theories and vital emerging issues influencing the field of public relations. Special focus will be on contemporary public relations models and practitioner roles.

519 Communications and Governance in America (3)

Prerequisite: Communications 500 or consent of instructor. The course will study relationships between systems of communications, particularly new communication technologies, and governmental institutions and processes within the American setting. It will explore how technological change relates to patterns of decision-making, management, and the content and flow of information among public officials.

520A,B,C Communications Practicum (3,3,3)

Prerequisites: Communications 500 and six units of study-plan courses in area of specialization; Communications 518 is an additional prerequisite for C. Under supervision of a faculty member, students plan, design, conduct and evaluate a team project in their field of specialization: A - News-Editorial, B - TV/Film, C - Public Relations.

525 Advanced Communications Management (3)

Prerequisite: Communications 500. The course is designed to provide the student with an up-to-date assessment of general management and communications management techniques, and to help equip the student for management positions in advertising, journalism, public relations and broadcasting.

527 Politics and Mass Media (3) (Formerly 515T)

Prerequisite: Communications 500. Study of the nature of the relationship between the mass media and politics. Particular attention to the role and impact of the mass media in political election campaigns and policy making.

530 Communications Technologies (3) (Formerly 515T)

Prerequisite: Communications 500. Seminar in emerging communications technologies which are transforming professional practices, associated with various communications industries. Course deals with recent technological developments, corporate and government policies affecting their use and social consequences of current and projected applications.

534 American Media History (3) (Formerly 515T)

Prerequisite: Communications 508 or consent of instructor. This seminar will focus on the history of the American Mass Media from McCarthy to the present. It is a period, which marked the birth of television and the maturation of investigative journalism in shaping American attitudes about government and society.

536 International Communications (3) (Formerly 515T)

Prerequisite: Communications 500. Comparative examination of communications policies and practices in different national settings.

The course provides future practitioners with an understanding of cross-national variations in communication policies and how they shape communication industries and practices.

541 Film Criticism (3)

Prerequisite: Communications 500. This graduate foundation course in screenwriting examines methods of evaluating and critiquing motion picture screenplays and films for a variety of Hollywood genres.

550 Advertising in Modern Society (3)

Prerequisite: Communications 500. Assessing the impact of advertising on society, the culture and economy. Philosophical rather than technical examinations of critical issues and problems such as economic and social effects of advertising, effects of value and life results, ethics and regulation.

595 Graduate Mass Media Internship (3)

Prerequisites: Communications 500 and Communications 508 or 509, and consent of graduate adviser. Supervised practical work experience with media outlets, advertising and promotion agencies, public relations firms, film companies, etc. Involves cooperative efforts of both the departmental faculty and employers. Exposure to current and innovative techniques in research, management and creative activities while offering practical experience.

597 Project (3) and the total anonadammed called appropriate

Prerequisite: Consent of graduate coordinator. Completion of creative project in a sequence beyond regularly offered course work.

598 Thesis (3 or 6)

Prerequisite: Consent of graduate coordinator. Completion of a thesis in a sequence beyond regularly offered course work

599 Independent Graduate Research (1-3)

Prerequisite: consent of graduate coordinator. Individually supervised mass media projects or research for graduate students. May be repeated.

INTRODUCTION

Comparative Religion examines the spiritual quest of humankind, especially as it has manifested itself in the world's living religions. These include Hinduism, Buddhism, Sikhism, Judaism, Christianity, Islam, and other less familiar traditions. No other academic field looks at the origins, sacred writings, rituals, beliefs and world views of the various religions for their own sake rather than as an aspect of another field of study.

Within a public university, religion must be approached with academic objectivity and without favoritism for any one tradition. Yet, religion must also be studied with sensitivity and empathy for the millions of believers whose lives are shaped by their faith. Comparative Religion is also an interdisciplinary field which draws on the work of social scientists, historians, philosophers, and literary scholars in attempting to understand the religious quest. Hence, studying religious traditions develops habits of mind that are very important for life in our multicultural society. Furthermore, a familiarity with the world's religions is necessary for an understanding of church-state issues in America and of geo-political conflicts in South Asia, the Middle East, and elsewhere.

The Bachelor of Arts in Religious Studies is designed for those who (1) want a humanities undergraduate background focusing on religion as a preparation for further study in such fields as education, law, social work, counseling and government service; (2) wish to pursue graduate studies in religion with the aim of teaching and/or doing research in the subject; (3) are considering a career in various religious ministries or in religious education.

Because the major consists of 36 units of course work (less than some other fields), it may be possible to add a second major in, for example, Communications, History, Human Services or Philosophy. Such double majors may strengthen a student's job preparation or background for graduate studies.

Minors in religion are offered in three areas depending on a student's particular interest: Religious Studies (comparative emphasis), Christian Studies (an emphasis on Christianity in its many forms), and Jewish Studies (an emphasis on the Judaic tradition).

Awards in Comparative Religion

Two graduating seniors are recognized each year with the James O'Shea/Joseph Kalir Award for Outstanding Scholarship and the James Parkes/Morton Fierman Award for Student Achievement (for service to the department and university and/or for interfaith work within and outside the university). The Donald Gard Award is given annually to a non-graduating Religious Studies major for academic achievement. In addition, the Althea and Robert McLaren Award recognizes the student (majoring or minoring in religious studies) judged to have written the outstanding essay in a Comparative Religion class in a particular year.

International Learning Opportunities in Comparative Religion

The Religious Studies major within the Department of Comparative Religion requires the study of the world's religions, thereby necessitating an examination of religion in other cultural and national settings. This is particularly true of courses dealing with Asian religions such as Hinduism and Buddhism, and a predominantly Middle Eastern faith—Islam. Moreover, the Department encourages students to study abroad, for example at the Hebrew University of Jerusalem, many of whose courses will transfer into the Religious Studies major at Fullerton. See the department chair or undergraduate adviser if interested.

DEPARTMENT CHAIR

Benjamin Hubbard

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/comparative

PROGRAMS OFFERED

Bachelor of Arts in Religious Studies

Minor in Religious Studies

Minor in Christian Studies

Minor in Jewish Studies

FACULTY

Benjamin Hubbard, Paul Levesque, James Santucci, Jeanette Reedy Solano, Bradley Starr

ADVISER

All programs: James Santucci

Graduate Study

The department works cooperatively with the Department of Religion in the Claremont Graduate School. Please contact the chair or undergraduate adviser about specific cooperative arrangements.

BACHELOR OF ARTS IN RELIGIOUS STUDIES

The Bachelor of Arts in Religious Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The religious studies major consists of 36 units. Courses in other schools and departments may be acceptable for the major upon consultation with the departmental adviser. Each course counted toward the major must be completed with a grade of C or higher.

Lower-Division Requirements (9 units)

Introduction to the Study of Religion (3 units)

Comparative Religion 105 Religion and the Quest for Meaning (3)

Comparative Religion 110 Religions of the World (3)

Introduction to Western Religious Traditions (3 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 201 Origins of the New Testament (3)

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 250 The Religion of Islam (3)

Introduction to Non-Western Religious Traditions (3 units)

Comparative Religion 270T Introduction to the Asian Religions (3)

Comparative Religion 280 Introduction to Buddhism (3)

Upper-Division Requirements (27 units)

Core Requirements (6 units)

Comparative Religion 300 Methods of Studying Religion (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*

The Development of Western Religious Thought (6 units)

Comparative Religion 345A History and Development of Early Christian Thought (3)

Comparative Religion 345B History and Development of Modern Christian Thought (3)

Comparative Religion 346A History and Development of Jewish Thought: Biblical Origins to Maimonides (3)

Comparative Religion 346B History and Development of Jewish Thought: 1204 to the Present (3)

Comparative Religion 349A History and Development of Islamic Thought: The Beginning to 1258 (3)

Comparative Religion 349B History and Development of Islamic Thought: 1259 to Modern Times (3)

Comparative Religion 350T Major Christian Traditions (3)

History/Comparative Religion 405 History of the Jews (3)

History/Comparative Religion 406 The Holocaust (3)

History/Comparative Religion 417B Roman Empire (3)

History 420 The Byzantine Empire (3)

History/Comparative Religion 421A History of the Christian Church to 1025 (3)

History/Comparative Religion 421B History of the Christian Church from 1025 to the Present (3)

History/Comparative Religion 425B The Reformation (3)

History/Comparative Religion 466A Islamic Civilization: Arab Era (3)

History/Comparative Religion 466B Islamic Civilization: Imperial Age (3)

History/Comparative Religion 483 American Religious History (3)

The Development of Non-Western Religious Thought (6 units)

Comparative Religion 337 American Indian Religions and Philosophy (3)

Comparative Religion 347A Hindu Tradition to 400 B.C.E. (3)

Comparative Religion 347B Hindu Tradition from 400 B.C.E. (3)

Philosophy 350 Asian Philosophy (3)

Comparative Religion 354T Topics in Buddhism (3)

Comparative Religion 370 New Religious Movements in the U.S.A. (3)

History/Comparative Religion 465A History of India (3)

History/Comparative Religion 465B History of India (3)

The Experience of Religion (6 units)

Comparative Religion 305 Contemporary Practices of the World's Religions (3)

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Comparative Religion 343 Religion and Current Ethical Issues (3)

Philosophy/Comparative Religion 348 Philosophy of Religion (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 376 Dimensions of Religious Experience (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 400 Religion, the Media, and Contemporary Culture (3)

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

Comparative Religion 481 Religion and Politics in the American Experience (3)

Textual Studies (3)

Comparative Religion 330T Hebrew Scriptural Studies (3)

Comparative Religion 331T New Testament Studies (3)

Comparative Religion 401T Studies in Religious Texts (3)

Writing Requirement

The course requirement of the university upper-division baccalaureate writing course is met through Comparative Religion 485T. It is highly recommended that students majoring in Religious Studies pursue the study of classical languages such as Arabic, Greek, Hebrew, Latin, and Sanskrit when such languages are offered.

^{*}May be taken only after completion of 15 units in Comparative Religion, including Comparative Religion 105 or 110 and 300, and junior standing.

MINOR IN RELIGIOUS STUDIES

Students minoring in Religious Studies are required to take 21 units in Comparative Religion, distributed as follows:

Lower-Division Requirements (9 units)

Introduction to the Study of Religion (3 units)

Comparative Religion 105 Religion and the Quest for Meaning (3)

Comparative Religion 110 Religions of the World (3)

Introduction to Western Religious Traditions (3 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 201 Origins of the New Testament (3)

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 250 The Religion of Islam (3)

Introduction to Non-western Religious Traditions (3 units)

Comparative Religion 270T Introduction to the Asian Religions (3)

Comparative Religion 280 Introduction to Buddhism (3)



Upper-Division (12 units)

Core Requirements (3 units)

Comparative Religion

300 Methods of

Studying Religion (3)

Elective Courses (9 units)
Any nine units of
upper-division courses
in Comparative Religion.
It is highly recommended that students

minoring in Religious Studies pursue the study of classical languages such as Arabic, Greek, Hebrew, Latin, and Sanskrit when such courses are offered.

MINOR IN CHRISTIAN STUDIES

Students minoring in Christian Studies are required to take 21 units, distributed as follows:

Required Courses (12 units)

Comparative Religion 200 Introduction to Christianity (3)

Comparative Religion 300 Methods of Studying Religion (3)

Comparative Religion 345A History and Development of Early Christian Thought (3)

Comparative Religion 345B History and Development of Modern
Christian Thought (3)

Elective Courses (9 units)

At least six units must be taken in courses cross-listed with other departments.

Comparative Religion 201 Origins of the New Testament (3)

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Afro 325 African-American Religion (3)

Comparative Religion 331T New Testament Studies (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Comparative Religion 343 Religion and Current Ethical Issues (3)

Comparative Religion 350T Major Christian Traditions (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 376 Dimensions of Religious Experience (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 400 Religion, the Media, and Contemporary

Culture (3)

Comparative Religion 401T Studies in Religious Texts* (3)

History/Comparative Religion 417B Roman Empire (3)

History 420 The Byzantine Empire (3) salt of entisting to success the control of the control of

History/Comparative Religion 421A History of the Christian Church to 1025 (3)

History/Comparative Religion 421B History of the Christian Church from 1025 to the Present (3)

History/Comparative Religion 425B The Reformation (3) in column

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

Comparative Religion 481 Religion and Politics in the American Experience (3)

History/Comparative Religion 483 American Religious History (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*
Comparative Religion 499 Independent Study (3)*

It is highly recommended that students minoring in Christian
Studies pursue the study of classical languages such as Greek, Hebrew, and Latin when such courses are offered.

*When content pertains to the Christian tradition.

MINOR IN JEWISH STUDIES

Students minoring in Jewish Studies are required to take 21 units, distributed as follows:

Required Courses (12 units) was add to matrop but asotupe

Comparative Religion 210 Introduction to Judaism (3)

Comparative Religion 346A History and Development of Jewish
Thought: Biblical Origins to Maimonides (3)

Comparative Religion 346B History and Development of Jewish Thought: 1204 to the Present (3) The Responsed to the American Street Thought (3) The Responsed to the American Street Thought (3) The Response of the American Street Thought (3) The Response of the American Street Thought (3) Though (3) Thought (3) Though (

Elective Courses (9 units)

At least six units must be taken in courses cross-listed with other departments.

Comp Lit/Comparative Religion 312 The Bible as Literature (3)

Comparative Religion 330T Hebrew Scriptural Studies (3)

Comparative Religion 335 Judaism, Christianity, and Islam Compared (3)

Comparative Religion 343 Religion and Current Ethical Issues (3)

Comparative Religion 358 Comparative Mysticism (3)

Comparative Religion 376 Dimensions of Religious Experience (3)

Comparative Religion 380 The Religious Roots of Nonviolence (3)

Comparative Religion 400 Religion, the Media, and Contemporary Culture (3)

Comparative Religion 401T Studies in Religious Texts* (3)

History/Comparative Religion 405 History of the Jews (3)

History/Comparative Relition 406 The Holocaust (3)

Sociology/Comparative Religion 458 Sociology of Religious Behavior (3)

History 467 The Middle East in the 19th Century (3)

History 468 The Middle East in the 20th Century (3)

Comparative Religion 481 Religion and Politics in the American Experience (3)

Comparative Religion 485T Major Religious Thinkers and Concepts (3)*

Comparative Religion 499 Independent Study (1-3)*

*When content pertains to the Jewish tradition.

COMPARATIVE RELIGION COURSES

Courses are designated as CPRL in the class schedule.

105 Religion and the Quest for Meaning (3)

Inquiry into the nature of religious experience as the human pursuit of meaning and transcendence, exploring its central themes, phenomena, and questions; its principal types of figures and communities; and its major categories of sacred rituals, objects, seasons, and places.

110 Religions of the World (3)

An introduction to at least five religious world views from an historical and comparative perspective, with descriptive analysis of their belief system, moral code, and symbolic rituals: Judaism, Christianity, Islam, Hinduism, and Buddhism. (Same as Philosophy 110)

200 Introduction to Christianity (3)

The Christian scriptures and their background in the light of modern exegesis; the Synoptic Gospels, written creeds and liturgical formulae associated with the Orthodox, Roman and Protestant communions.

201 Origins of the New Testament (3)

The sources and content of the New Testament writings which reflect the life and beliefs of the Christians in the first century of the Common Era, including literary and historical criticism.

210 Introduction to Judaism (3)

The Jewish tradition—its scriptures, laws, customs, holidays and world view in their historical setting.

246A Basic Hatha Yoga (2)

(Same as Kinesiology 246A)

250 The Religion of Islam (3)

The religion of Islam, its background and main teachings: the rise of Islam; the caliphate; Islamic theology, teachings, mysticism and philosophy.

270T Introduction to the Asian Religions (3)

The main teachings of a major South Asian, Far Eastern, or "Oriental" religion per semester. Such religions as Jainism, Hinduism, Taoism, Shintoism, and Zoroastrianism will be discussed. May be repeated for credit with different subject matter.

280 Introduction to Buddhism (3)

Introduction to the origins and development of Buddhism. Included in the course will be a discussion of the major teachings found in all traditions of Buddhism, the three major traditions of Buddhism, and the position of Buddhism in the U.S.

300 Methods of Studying Religion (3)

Prerequisite: Comparative Religion 110 or consent of instructor. The academic study of religion to include the definition, functions and varieties of religion; the methods used to study it; and key figures who have shaped the development of this discipline.

301 Sanskrit (3)

(Same as Linguistics 301)

305 Contemporary Practices of the World's Religions (3)

Prerequisite: any one of the following: Anthro 100, History 110A, Comparative Religion 105, or Comparative Religion 110. A comparative study of how the beliefs, practices and moral codes of the world's major religions influence the way nations and individuals behave in the spheres of daily life, culture, ethics, business and politics.

312 The Bible as Literature (3)

(Same as Comp Lit 312)

325 African-American Religions and Spirituality (3)

(Same as Afro-Ethnic Studies 325)

330T Hebrew Scriptural Studies (3)

Specific areas of Hebrew Scriptures such as major and minor prophets, Psalms, values of wisdom writers, books of the Old Testament. May be repeated for credit with different subject content.

331T New Testament Studies (3)

Specific areas of the New Testament such as the Synoptic Gospels, the Pauline Corpus, the Johannine Corpus, etc. May be repeated for credit with different subject matter.

335 Judaism, Christianity and Islam Compared (3)

A comparative study of the three great monotheistic traditions, Judaism, Christianity, and Islam; their beliefs, practices, and structures.

337 American Indian Religions and Philosophy (3) (Formerly 437) (Same as Afro-Ethnic Studies 337)

345A History and Development of Early Christian Thought (3)

Prerequisite: completion of the General Education category III.B.1 and III.B.2. A historical study of the diversity of Christian beliefs, movements, and key figures from New Testament times to the late Middle Ages, including such topics as important creeds and councils, spiritual movements, and central figures such as Augustine and Aquinas.

345B History and Development of Modern Christian Thought (3)

Prerequisite: completion of the General Education category III.B.1 and III.B.2. A historical study of the diversity of Christian beliefs, movements, and key figures from the late Middle Ages to the present, including such topics as the context and thinkers of the Reformation era, post-Reformation controversies, and recent debates and trends.

346A History and Development of Jewish Thought: Biblical Origins to Maimonides (3)

Jewish thought from biblical times to the death of Moses Maimonides (1204); Hebrew scriptures, Roman era, Talmud, and Spanish Jewry.

346B History and Development of Jewish Thought: 1204 to the Present (3)

Jewish thought from the death of Maimonides to the present; expulsions and persecutions, mysticism, emancipation, modern anti-Semitism, and Zionism.

347A Hindu Tradition to 400 B.C.E. (3)

Prerequisite: Comparative Religion 105, 110 or 270T or consent of instructor. Hindu thought in its earliest period. Subjects will include an overview of Vedic literature, especially its religious content and the major rituals of the early Veda; philosophical developments in the Upanisads or later Veda; and related sacred writings.

347B Hindu Tradition from 400 B.C.E. (3)

Prerequisite: Comparative Religion 105 or 110 or completion of General Education Category III.B.2. Hindu thought after the Vedic period. Subjects will include the beginnings of Hindu philosophies, classical Hindu practice, devotionalism, modern or neo-Hindu groups appearing in the nineteenth century, and the contributions of thinkers such as Ramakrishna and Gandhi.

348 Philosophy of Religion (3)

(Same as Philosophy 348)

349A History and Development of Islamic Thought: The Beginning to 1258 (3)

Prerequisite: Comparative Religion 105, 110 or 250 or equivalent. Islamic theology, law, culture, and spirituality up to the close of the classical period in 1258. Interpretation of the Qur'an, formation of Hadith literature, development of Islamic law, divisions within Islam, rise of mysticism, contributions to science and art.

349B History and Development of Islamic Thought: 1259 to Modern Times (3)

Prerequisite: Comparative Religion 105, 110 or 250 or equivalent. Islamic thought from the close of the classical period to the present, with emphasis on twentieth century developments. Emergence of modern Middle East, reform movements, Islamic response to nationalism and modernity, recent Islamic resurgence.

350T Major Christian Traditions (3)

Catholicism, Protestantism, Eastern Christianity, or Post-Reformation Communities; historical development and self-understanding, liturgy, creeds, moral norms, canon laws and outstanding figures. May be repeated for credit with different content.

354T Topics in Buddhism (3)

Prerequisite: Comparative Religion 105, 110 or 280. A historical survey of Buddhist doctrines, schools, and practices in a particular region or regions which are: South Asia, Tibet, China, Japan, Korea, and Southeast Asia. May be repeated for credit with different content. (Same as Philosophy 354T)

358 Comparative Mysticism (3)

Prerequisite: Comparative Religion 105, 110 or equivalent. A comparative survey of mysticism as a recurring phenomenon within major religious traditions. Included are selected writings and representative male and female figures, analyzed from philosophical and psychological viewpoints. Definitions, terms, metaphors, techniques, and stages of the mystical experience.

370 New Religious Movements in the U.S.A. (3)

Beliefs, history, ritual and organizational make-up of non-traditional modern religions in America, such as Scientology, the Unification Church, Hare Krishna (ISKCON) and Rajneeshism as presented by guest speakers. Discussion of "cult," "sect" and the occult will comprise portion of course.

380 The Religious Roots of Nonviolence (3)

Prerequisite: Comparative Religion 105, 110 or consent of instructor. An investigation of the foundations of nonviolence as taught within the major religious traditions: Judaism, Christianity, Islam, Hinduism, and Buddhism.

400 Religion, the Media, and Contemporary Culture (3)

Prerequisite: American Studies 201 or Communications 233 or History 180 or Comparative Religion 105, 110 or consent of instructor. Religion reporting in the secular media; the religious press in America; the influence of the media, both secular and religious, on the shaping of society's values; ethical dilemmas faced by reporters.

401T Studies in Religious Texts (3)

Prerequisite: Comparative Religion 105, 110 or consent of instructor. The study and interpretation of a selected portion of the scriptures of a particular religion, for example, the Hebrew Bible/Old Testament, the New Testament, the Qur'an, the Veda, the Pali Canon.

405 History of the Jews (3)

(Same as History 405)

406 The Holocaust (3)

(Same as History 406)

417B Roman Empire (3)

(Same as History 417B)
421A History of the Christian Church to 1025 (3)
(Same as History 421A)

421B History of the Christian Church From 1025 to the Present (3)

(Same as History 421B)

425B The Reformation (3)

(Same as History 425B)

458 Sociology of Religious Behavior (3)

(Same as Sociology 458)

465A History of India (3)

(Same as History 465A)

465B History of India (3)

(Same as History 465B)

466B Islamic Civilization: Imperial Age (3)

(Same as History 466B)

481 Religion and Politics in the American Experience (3)

Prerequisite: completion of General Education category III.C.1.

An examination of the relationship of politics and religion, especially in the U.S. The colonial and constitutional experience, Supreme Court decisions on religious issues, the principal theorists of moral discourse in the public forum, contemporary issues of concern. (Same as Politica 481) Not available for graduate degree credit.

483 American Religious History (3)

(Same as History 483)

485T Major Religious Thinkers and Concepts (3)

Prerequisites: fifteen units in Comparative Religion, including Comparative Religion 105 or 110 and 300, and junior standing or approval of undergraduate adviser. Religious thinkers and concepts dealing with Western, Eastern and non-traditional religious ideas from ancient to modern times. Fulfills university upper-division baccalaureate writing requirement. May be repeated with different content.

499 Independent Study (1-3)

Supervised research projects in Comparative Religion to be taken with consent of instructor and the department chair. May be repeated for credit.

INTRODUCTION

The undergraduate program in computer science prepares students for careers in applications programming, systems programming, and software engineering, as well as entrance into graduate and professional schools. The curriculum emphasizes fundamental concepts exemplified by various types of programming languages, computer architectures, operating systems, and data structures.

The bachelor's program is accredited by the Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET).

The Computer Science program is designed to provide the student with the foundations of the discipline as well as the opportunity for specialization. Six objectives are addressed:

(1) development of the ability to work effectively as an individual or as a team member to produce correct, efficient, well-organized and documented programs in a reasonable time;

(2) development of the ability to recognize problems that are amenable to computer solutions, and knowledge of the tools necessary for solving such problems; (3) development of the ability to assess the implications of work performed; (4) development of an understanding of basic computer architecture and operations; (5) preparation to pursue in-depth training in one or more application areas, or further education in computer science, and (6) development of the ability to write and speak effectively.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Each Computer Science major is required to complete a minimum of 130 units including general education. The degree program assumes that the student has already obtained a working knowledge of at least one high-level programming language such as C++ and a working knowledge of personal computing fundamentals and applications, including word processing, spreadsheets, database systems, e-mail systems, and presentation graphics. Students without this knowledge may be required to take up to seven additional units of course work beyond those normally required by the major.

Courses taken toward the major or toward the requirements in related fields must be taken on a traditional (letter grade) basis, unless the course is offered only on a non-traditional (credit/no credit) basis, or if the course is passed by a challenge examination. Students must maintain at least a 2.0 grade point average, in all college-level units attempted, in all units attempted at CSUF, and in all units attempted in the major. A maximum of 6 units of a grade of D can be counted towards the major, provided the courses are Technical Electives or Requirements in Related Fields, excluding the Mathematics requirement. All other courses in the major must be passed with a C or better.

Computer Science Placement Examination

Before entry into the first course required by the major (Computer Science 131), the student is required to take a placement examination or complete the required prerequisite courses offered by the department.

Computer Science Core (49 units)

Students must take and pass a Computer Science Department Programming Exam before taking upper-division Computer Science courses. The exam will be included in Computer Sci 301 Programming Lab Practicum (2 units).

DEPARTMENT CHAIR

Ning Chen

VICE CHAIR

James Choi

DEPARTMENT OFFICE

Computer Science 522

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Computer Science

Master of Science in Computer Science

Minor in Computer Science

FACULTY

Susamma Barua, Ning Chen, James Choi, Hwang Chung, Bin Cong, Jozef Goetz, Allen Holliday, Floyd Holliday, Dorota Huizinga, Chang-Hyun Jo, Donna Kastner, Barbara Laguna, Demetrios Michalopoulos, Mariko Molodowitch, Nick Mousouris, Tae Ryu, Xiong Wang, Les Williams and Chao-Hui (Sara) Wu.

Lower-Division Core (13 units)

Computer Sci 131 Data Structures Concepts (3)

Computer Sci 231 File System Concepts (3)

Computer Sci 240 Computer System Architecture I (3)

Computer Sci 241 Low-level Language Systems (3)

Computer Sci 253U Workshop in UNIX (1)

Upper-Division Core (24 units)

Computer Sci 301 Programming Lab Practicum (2)

Computer Sci 315 Social and Ethical Issues in Computing (1)

Computer Sci 321 High-Level Language Concepts (3)

Computer Sci 331 Data Structures and Algorithm Analysis (3)

Computer Sci 351 Operating Systems Concepts (3)

Computer Sci 375 Problem Solving Strategies (3)

Computer Sci 423 Language Processor Techniques (3)

Computer Sci 440 Computer System Architecture II (3)

Computer Sci 461 Software Engineering Techniques (3)

Technical Electives (12 units)

Each Computer Science major must take 12 units of technical electives which must be approved in advance by a departmental adviser. These electives must be selected from upper-division courses offered by the department or upper-division courses in numerical analysis. The electives shall constitute a coherent body of study consistent with the student's professional and educational objectives. No more than three (3) units of course work may be selected from Computer Science courses numbered 491 through 499.

Requirements in Related Fields (39 units)

Mathematics Requirement (18 units)

Mathematics 150A,B Calculus (4,4)

Mathematics 270A,B Mathematical Structures (3,3)

Mathematics 338 Statistics Applied to Natural Sciences (4)

Science Requirements (12 units)

Physical Science (8 units)

One of the following combinations:

Physics 225 Fundamental Physics: Mechanics (3)

Physics 225L Fundamental Physics: Laboratory (1)

Physics 226 Fundamental Physics: Electricity and Magnetism (3)

Physics 226L Fundamental Physics: Laboratory (1)

OR Chemistry 120A General Chemistry (5)

Chemistry 125 General Chemistry for Engineers (3)

OR Geological Sci 101 Physical Geology (3)

Geological Sci 101L Physical Geology Laboratory (1)

Geological Sci 201 Earth History (4)

Biological Science (4 units)

Biology 101 Elements of Biology (3)

Biology 101L Elements of Biology Laboratory (1)

Undesignated Units (9 units)

These are to be taken in related fields and/or career support fields, with prior adviser approval.

Upper-Division Writing Requirement (3 units)

Computer Science 311; which meets the university requirements for an upper-division writing course, must be completed before the senior year. This course must be passed with a "C" or better.

General Education (39 units)

Computer Science students must complete the university's 51-unit general education requirements. Twelve of these 51 units will be completed in the major's "Requirements in Related Fields." For the remaining 39 units see the "General Education" section of this catalog.

MINOR IN COMPUTER SCIENCE

A Computer Science minor shall consist of 20 units of adviser-approved courses including Computer Science 121, 131, 253U, and 313. It shall include at least six units of upper-division courses (which may include 313) taken in residence. At least 12 units must be distinct and different from the units used to complete the requirements for the major; at least six of these 12 units must be upper-division. All prerequisites must be observed.

MASTER OF SCIENCE IN COMPUTER SCIENCE

Admission to Graduate Standing: Conditionally Classified

A bachelor's degree from an accredited institution with a gradepoint average of at least 2.5 in the last 60 semester units attempted is required. Any deficiencies must be made up and will require six or more units of adviser-approved course work with at least a 3.0 average in addition to those required for the degree.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check out the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Graduate Standing

Achievement of this status requires the following:

- 1. Approval of a formal study plan (see description below) by the Computer Science Graduate Committee and the Associate Vice President, Academic Programs (or designee).
- 2. Satisfactory completion of no more than nine units on the study plan. Plan Satisfactory completion of no more than nine units on the study plan.
- 3. Satisfactory completion of the following courses or equivalents including prerequisites: Computer Science 231, 240, 241, 321, 331, 351, 375, 423, 431, and Mathematics 270A,B.
- 4. Competency in written communication in English must be demonstrated by a passing score on the California State University Examination in Writing Proficiency. The requirement must be satisfied before the student can be classified and before 500-level courses may be attempted. The student who fails to pass the EWP test may complete Computer Science 311 (Technical Writing for Computer Science) with a grade of B or better as an alternative to the EWP requirement.

Talented professional computer scientists have traditionally come from a diversity of undergraduate preparations. The listed courses have been carefully selected to provide an adequate basis for graduate work while not unfairly precluding admission of persons without a bachelor's degree in computer science. It should be noted, however, that each of these courses has prerequisites and the student without preparation in a closely related degree may have considerable work to complete beyond the courses listed here. Reference should be made to the catalog descriptions for prerequisites of each course deficiency.

If you have not taken many of the undergraduate prerequisites, you can follow an accelerated path of preparation for your graduate courses. The following prerequisite courses are the "fast track" and do not grant units toward the degree.

Comp Sci 901 Programming Concepts and Fundamental Data

Comp Sci 902 Computer Architectures and Low-Level Languages Comp Sci 903 File Structures and Database Systems

Comp Sci 904 Advanced Algorithms and Data Structures

Comp Sci 905 Programming Languages and Compilers

Comp Sci 906 Operating Systems



These courses and their prerequisites constitute program prerequisites. Students are not allowed to enroll in courses for which they have prerequisite deficiencies. Students with knowledge equivalent to any or all of these prerequisite courses are encouraged to satisfy such prerequisites by

advanced placement examinations. Consult a Computer Science graduate adviser for further information.

Study Plan

Prior to admission to classified graduate standing in Computer Science, the student with the aid of a Com-puter Science graduate adviser shall prepare and submit for approval by the Computer Science Department graduate committee a formal study plan consisting of a minimum of 30 units of 400 level and graduate course work.

This shall include Computer Science 440, 461, 589, 597 or 598; one of 541, 542, 543, 544, 545 or 546; and 15 units of electives (9 units must be at the 500-level). At least 15 units shall represent courses offered by the Department of Computer Science. Courses offered by other disciplines, not listed here, and related to the student's objectives in Computer Science may be approved by petition to the Department of Computer Science.

All course work in the study plan must be completed with a GPA of at least 3.0.

Graduate Student Advisement

The graduate program adviser provides overall supervision of the graduate program. The individual student chooses an adviser from the full-time faculty of the Computer Science Department on the basis of the student's particular interests and objectives.

COMPUTER SCIENCE COURSES (C) garages and available

Courses are designated as CPSC in the class schedule.

Prerequisites for Computer Science courses may be waived only by department petition.

103 Introduction to Personal Computer Applications (3)

Introduction to use and application of personal computers: word processing, spreadsheets, database systems, e-mail systems and World Wide Web. Evaluation of personal computers and software. (2 hours lecture, 2 hours laboratory)

121 Programming Concepts (4)

Prerequisite; three years high school mathematics including trigonometry. Introduction to programming of digital computers; subroutines, functions, and structure of algorithms; elementary input/output; arrays; strings, and data types; documentation.

(3 hours lecture, 2 hours laboratory)

131 Data Structures Concepts (3)

Prerequisites: Computer Science 121 or sufficient score on the Computer Science Placement Exam, high school computer applications, and three years high school mathematics including trigonometry. Data structures: linked lists, stacks, queues, arrays, sequential text files, text formatting.

135 C++ Application Programming (3)

Prerequisite: Computer Science 103 or equivalent. A survey course in programming using the C++ language. Designed for persons seeking basic programming skills. Topics include language organization, data types, control structures, functions, I.O. techniques, classes, and operators. Credit earned not applicable toward B.S. degree in Computer Science. (2 hours lecture, 2 hours laboratory)

203 Advanced Personal Computing (3)

Prerequisite: Computer Science 103. Computer networks. Workgroup computing: electronic mail, scheduling, work-flow automation, central repositories. Desktop publishing, Vertical and horizontal software suites. (2 hours lecture, 2 hours laboratory)

223A Ada Programming (3)

Prerequisite: Computer Science 241. Ada control statements, types, subprograms, array and record types, packages, exceptions, access variables, dynamic objects, files, generics, compilation units, tasking, and low-level programming. Laboratory programming assignments. (2 hours lecture, 2 hours laboratory)

223C COBOL Programming (3)

Prerequisite: Computer Science 231. COBOL identification, environment, data and procedure divisions; moving data; printing information; arithmetic verbs; control statements; arrays and tables; sequential, relative, and indexed files; subprograms; report writer module.

Laboratory programming assignments. (2 hours lecture, 2 hours laboratory)

223H Visual BASIC Programming (3)

Prerequisite: Computer Science 231. Elements of Visual BASIC, forms and controls, properties, mouse events, multiple-document interface, processing files, accessing databases, dynamic data exchange, object linking and embedding. (2 hours lecture, 2 hours laboratory)

223J Java Programming (3)

Prerequisite: Computer Science 223V or Computer Science 131 and proficiency in C++ language. Characteristics of Java: portable, robust, secure, object-oriented, high performance; using the Java environment; server administration; types, expressions, and control flow; classes, interfaces, and packages; threads; exceptions; class libraries; Java for the Internet; tools, the Java Virtual machine. (2 hours lecture, 2 hours lab per week)

223S Smalltalk Programming (1)

Prerequisite: Computer Science 121 or other high-level programming course. Smalltalk programming language including syntax, classes, objects, methods, polymorphism, inheritance, programming tools, class library. Laboratory programming assignments. (2 hours laboratory)

223U C Programming (1)

Prerequisite: Computer Science 121 or General Engineering 205.

Structure of C programs, functions, statements, macros, data types and expressions. Header files and control facilities for separate compilation. Standard system library functions for 1/0, math, dynamic memory, process control, and interfacing with the operating system and environment. Laboratory programming assignments. (2 hours laboratory)

223V C++ Programming (3)

Prerequisite: programming concepts course using a language other than C++. C++ types, arithmetic, operators, control structures, assignment operators, functions, scope, recursion, logical operators, arrays, pointers, characters, strings, structures, unions, enumerations, classes, operator overloading, inheritance, virtual functions, polymorphism, stream input/output, templates, exception handling, file processing. Laboratory programming assignments. Credit earned not aplicable toward a bachelor's degree in computer science, except with adviser approval.

231 File System Concepts (3)

Prerequisites: Computer Science 131 and proficiency in the C++ language. Characteristics and utilization of bulk storage devices. B-trees, sequential and random access methods. Introduction to relational data model.

240 Computer System Architecture I (3)

Prerequisites: Computer Science 131 and either Mathematics 270A or Mathematics 280. Digital logic and architecture of a computer system, machine level representation of data, memory system organization, and techniques for interrupt handling. (2 hours lecture, 2 hours laboratory)

241 Low-level Language Systems (3)

Prerequisite: Computer Science 131. Co-requisite: Computer Science 240. The structure of low-level computer languages. Machine, assembly, and macro language programming. Principles of assembler operation. Laboratory programming assignments. (2 hours lecture, 2 hours laboratory) (Same as Electrical Engineering 241)

243 Low-Level Language Workshops (2)

Prerequisite: Computer Science 241. Workshops in the use of specific low-level programming. Offered Credit/No Credit only.

253 Operating System Workshops (1)

Workshops in the use of specific operating systems. See list following. Offered Credit/No Credit only. Prerequisites vary. (2 hours activity)

253U Workshop in UNIX

Prerequisite: Computer Science 121 or General Engineering 205.

253V Workshop in VMS

Prerequisite: Computer Science 121 or General Engineering 205.

301 Programming Lab Practicum (3)

Prerequisites: Computer Science 231, 240, 241 and 253U. Intensive programming covering concepts learned in lower-division courses. Includes procedural and object oriented design, documentation, arrays, classes, file input/output, recursion, pointers, dynamic variables, data and file structures.

303 Multimedia Concepts (3)

Prerequisites: Computer Science 103, 121 and completion of the General Education critical thinking requirements. Components and issues associated with multimedia technology, applications of multimedia and its evolution. Laboratory activities will include developing a multimedia application using a PC-based authoring tool. (2 hours lecture, 2 hours laboratory)

311 Technical Writing for Computer Science (3)

Prerequisite: English 101. Co-requisite: Computer Science 301. Practice in developing documentation skills as used in the computer field. Topics include proposals, feasibility studies, user guides and manuals, business communication and technical presentation. Case studies in professional ethics. Both written and oral reports are required.

313 The Computer Impact (3)

Prerequisites: upper-division standing and one course from GE section III.A.1. Effect of computer use on individuals and organizations. Side effects of innovative technology and the resulting changes to organizations, social institutions, and human perceptions of events. Emphasis on personal responsibility, legal ramifications, and educational implications. Hands-on use of e-mail and the World Wide Web.

315 Social and Ethical Issues in Computing (1)

Prerequisite: Computer Science 311. The course will cover relevant issues that responsible professionals will face in a complex technological society. Issues covered are professional ethics, computer control, piracy, encryption, benefits and downside of computers, privacy and computer crimes. Both written and oral reports required.

321 High-Level Language Concepts (3)

Co-requisite: Computer Science 301. Language definition concepts. Data types and structures. Control structures and data flow. Run-time considerations. Interpretive languages. Introduction to lexical analysis and parsing.

322L Introduction to Computer Aided Design (3)

(Same as Mechanical Engineering 322L)

331 Data Structures and Algorithm Analysis (3)

Prerequisites: Computer Science 301; Mathematics 150B and 270B. Co-requisite: Mathematics 338. Advanced data structures: recursion, stack, trees, hashing, queues, sorting and searching, disjointed sets and graph algorithms. Emphasis on algorithm efficiency analysis. Quantitative experiments and written laboratory reports are required.

341 Client Server Systems (3)

Prerequisites: Computer Science 231. A study of the client/server environment including platforms, operating systems, networks, middleware, distributed processing, data communication, optimization, client/server model, and trends. Programming exercises in a language suitable for the client/server environment. (2 hours lecture, 2 hours laboratory)

351 Operating Systems Concepts (3)

Co-requisite: Computer Science 301. Resource management, memory organization, input/output, control process synchronization and other concepts as related to the objectives of multi-user operating systems.

361 Software Design Concepts (3)

Prerequisites: Computer Science 223A and 241. Concepts and methodologies of the object-oriented paradigm. Object-oriented analysis and object-oriented design. Implementation of moderate size object-oriented systems. Topics in embedded systems. (2 hours lecture, 2 hours laboratory)

375 Problem Solving Strategies (3)

Prerequisites: Computer Science 321, 331 and Mathematics 338. Complexity classes, including undecidable and NP-complete problems. Problem solving strategies applied to parallel and distributed processing, numerical computation, and artificial intelligence. Greedy methods, divide-and-conquer, dynamic programming, approximation, and search methods.

423 Language Processor Techniques (3)

Prerequisites: Computer Science 321 and 331. Concepts behind the design and implementation of programming language processors such as compilers and interpreters. The design of a small compiler from a software engineering perspective.

431 Database Systems (3)

Prerequisites: Computer Science 231 and 331. Database models: hierarchical, network, relational, functional, E-R and object-based. Distributed DBMS and concurrency control. Query optimization.

433 Data Security and Encryption Techniques (3)

Prerequisites: Computer Science 311, 351 and Mathematics 270B. System security and encryption. Current issues in security, encryption and privacy of computer based systems.

437 Web Database Development (3)

Prerequisites: Computer Science 431 and either Computer Science 223J or 223H. Various techniques for developing Web-based database applications using software engineering methodology. Introduce concept and architecture of Web servers, Web database design techniques, client/server side programming, and Web applications tools and techniques.

440 Computer System Architecture II (3)

Prerequisites: Computer Science 240 and 241. Computer performance, price/performance, instruction set design and examples. Processor design, pipelining, memory hierarchy design, and input/output subsystems.

451 Advanced Operating Systems (3) 1 Abute Imahana abut

Prerequisite: Computer Science 351. The course covers internal structures of a modern operating system. The specific topics include processes, process communication, file systems, networking, and the I/O system. There will be several programming assignments which will utilize calls and other low level interfaces.

457 Computer Communications (3)

Prerequisite: Computer Science 351. An introduction to digital data communications. Terminology, networks and their components, common-carrier services, telecommunication facilities, terminals, error control, multiplexing and concentration techniques.

459 Micro-Computer Software Systems (3)

Prerequisite: Computer Science 351. The design and implementation of software. Analysis of a micro-computer operating system and work on a team to implement a significant programming assignment.

461 Software Engineering Techniques (3)

Prerequisites: Computer Science 311, 321, 331 and passing score on the Examination in Writing Proficiency. Analysis, design and implementation of large scale software using classical and object oriented technologies. Students will work in team projects. Oral presentation and written project documentation are required.

465 Principles of Computer Graphics (3)

Prerequisite: Computer Science 331. Examination and analysis of computer graphics; software structures, display processor organization, graphical input/output devices, display files. Algorithmic techniques for clipping, windowing, character generation and viewpoint transformation.

481 Artificial Intelligence (3) To mortantique base anighment 445

Prerequisite: Computer Science 375. Use of computers to simulate human intelligence. Topics include production systems, pattern recognition, problem solving, searching game trees, knowledge representation, and logical reasoning. Programming in AI environments.

483 Pattern Recognition Techniques (3)

Prerequisites: Computer Science 331. Classification techniques, discriminant functions, training algorithms, potential function theory, supervised and unsupervised learning, feature selection, clustering techniques, multidimensional rotations and rank ordering relations.

491 Variable Topics in Computer Science (1-3)

Prerequisites: junior or senior standing and consent of instructor. Electures and/or workshop covering various current Computer Science topics. Course may be repeated for up to 3 units. Course topics may be taken only once.

495 Internship in Computer Science (1-3)

Prerequisites: Computer Science or related major and consent of instructor. Practical experience relevant to computer science in government or private agencies. Written and oral reports are required.

499 Independent Study (1-3) amateve gathered Deannyb A 124

Prerequisite: approval by the computer science chair. Special topic in Computer Science, selected in consultation with and completed under the supervision of instructor.

531 Design of Database Management Systems (3)

Prerequisite: Computer Science 431. Co-requisite: Computer Science 589. Implementation techniques for query analysis, data allocation, concurrency control, data structures, and distributed databases. New database models and recent developments in database technology. Student projects directed to specific design problems.

541 Specification of Software Systems (3)

Prerequisite: Computer Science 461. Co-requisite: Computer Science 589. Models and languages for software system specification, documents, standards, and traceability. Documentation of specification process.

542 Software Verification and Validation (3)

Prerequisite: Computer Science 461. Co-requisite: Computer Science 589. Theory and practice needed to ensure that a high quality software product is developed. Topics covered include a quality assessment, proof of correctness, testing, and limitations of current verification and validation methods.

543 Software Generation and Maintenance (3)

Prerequisite: Computer Science 461. Co-requisite: Computer Science 589. Software creation, reuse, enhancement, adaptation and correction. Alternatives to coding, language concepts, role of standards, style, management, tools, performance analysis, regression analysis, and productivity issues.

544 Principles and Application of Software Design (3)

Prerequisite: Computer Science 461. Co-requisite: Computer Science 589. Exploration and application of different methods and languages for expressing software design. Evaluation of designs.

545 Software Systems Design (3)

Prerequisites: Computer Science 351 and 461. Co-requisite: Computer Science 589. Development of software systems at the highest level. Systems view of software development, trade-offs between software and hardware. User interfaces, requirements analysis, techniques for development from requirements, system integration, and transition into use. Includes case studies and project.

546 Software Project Management (3)

Prerequisite: Computer Science 461. Co-requisite: Computer Science 589. Process considerations in software systems development. Materials and tools in software project planning. Mechanisms for monitoring and controlling software projects.

551 Operating Systems Design (3)

Prerequisite: Computer Science 351. Co-requisite: Computer Science 589. Design and evaluation techniques for controlling automatic resource allocation, providing efficient programming environments and appropriate user access to the system, and sharing the problem solving facilities.

558 Advanced Computer Networking (3)

Prerequisite: Computer Science 457. Co-requisite: Computer Science 589. System-oriented view of computer network design, protocol implementation, networking, high-speed networking, network management, computer network performance issues.

566 Advanced Computer Graphics (3)

Prerequisite: Computer Science 465. Co-requisite: Computer Science 589. Three dimensional: reflection models, shading techniques, rendering process, parametic representation, ray tracing, radiosity, texture, anti-aliasing, animation, color science.

583 Expert Systems Design Theory (3)

Prerequisite: Computer Science 481. Co-requisite: Computer Science 589. Knowledge representation and search strategies for expert systems; logic programming; expert system tools. Project.

585 Artificial Neural Networks (3)

Prerequisite: Computer Science 481. Co-requisite: Computer Science 589. Principles of neural networks; neural networks paradigms, software implementations, applications, comparison with statistical methods, use of fuzzy logic; project.

589 Seminar in Computer Science (3)

Prerequisites: one 400-level course in Computer Science and passing score on the Examination in Writing Proficiency. Research methods in computer science. Student presentations covering current topics, research advances, updating of concepts and verifications of principles of computer science. (Examples: large-scale parallelism, Internet security, design for user interfaces, computers in instruction).

597 Project (3)

Prerequisites: classified graduate standing, approval of the computer science graduate adviser and Computer Science 589.

598 Thesis (3)

Prerequisites: classified graduate standing, approval of the computer science graduate adviser and Computer Science 589.

599 Independent Graduate Research (1-3)

Prerequisites: classified graduate standing, approval of the computer science department chair and Computer Science 589. Special topic in computer science, selected in consultation with and completed under supervision of a full-time faculty member.

901 Programming Concepts and Fundamental Data Structures (3)

Prerequisite: Three years high school math including trigonometry. Using C++, Abstract Data Type (ADT) including linked lists, stacks, queues, tables; Object Oriented Programming (OOP) including classes, operator overloading, inheritance, virtual functions, polymorphism, stream input/output, templates; basic file structures and file processing. Not applicable for graduate degree credit.

902 Computer Architectures and Low-Level Languages (3)

Prerequisite: Mathematics 270A. Digital logic and computer system architecture, machine level representation of data, memory system organization, Input/Output (I/O) Subsystem, and techniques for interrupt handling; Low-level computer language programming; Machine, assembly, and macro languages including principles of assembler operations. Not applicable for graduate degree credit.

903 File Structure and Database Systems (3)

Prerequisite: Computer Science 901 and 902. Fundamental concepts of file structures. Characteristics and utilization of bulk storage devices. Various indexing techniques (e.g., B-tree, Hashing, etc.) and search methods using C++. Fundamental concepts of database management systems. Database design and application development. SQL programming. Not applicable for graduate degree credit.

904 Advanced Algorithms and Data Structures (3)

Prerequisites: Computer Science 903, Mathematics 150B, 270B and 338. Concepts of theoretical computer science at a more advanced level. Topics covered are efficiency, data structures, and algorithms. In particular, Strassen's algorithm for matrix multiplication, various sorting algorithms, NP-completeness, and other topics important to algorithmic efficiency are discussed. A strong mathematical background is recommended. Not applicable for graduate degree credit.

905 Programming Languages and Compliers (3)

Prerequisite: Computer Science 904. Language definitions, bindings, type checking, scopes, data types, control structures, subprograms. Design and implementation of programming language processors such as compliers and interpreters. Not applicable for graduate degree credit.

906 Operating Systems (3)

Prerequisite: Computer Science 903. Intensive Training course covering concepts learned in Computer Science 253U and 351. Includes the principles of process management, memory management, file management, and I/O device management. Also includes Unix basic user commands, editors, Shell scripts, and programming environment. Not applicable for graduate degree credit.

DIVISION OF CHILD, FAMILY, AND COMMUNITY SERVICES

DEPARTMENT CHAIR

Jeffrey Kottler

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/Counsel/ counseling.htm

PROGRAMS OFFERED

Master of Science in Counseling

Marriage and Family Therapy

MFT Licensure Preparation

FACULTY

Leah Brew, Joseph M. Cervantes, Sapna Batra Chopra, Matt Englar-Carlson, Jeffrey Kottler, Michael C. Parker, Mary Reed, Maryam Sayyedi, and David S. Shepard

ADVISERS

Counseling, Master of Science:
Jeffrey Kottler
Admissions: David S. Shepard
Marriage and Family Therapy (MFT)
Licensure: Marty Reed
Community Agency Counseling:
Mary Reed
Social Services Administration:
Leah Brew
Graduate Counseling Students

Association: Sapna Batra Chopra

INTRODUCTION

The Department of Counseling offers a program leading to the Masters of Science in Counseling, with a concentration in Marriage and Family Therapy. The program is designed to prepare students to meet California State Board of Behavioral Sciences (BBS) licensure requirements as a Marriage and Family Therapist (MFT).

Our emphasis is on the training of clinicians who can serve the needs of individuals and families in their communities. We train students to brief and long-term counseling while maintaining professional identities as a counselors and marriage and family therapists.

The program strongly emphasizes a multicultural perspective. We prepare counselors who will be sensitive to the diverse heritages, lifestyles, and special needs of individuals and families. Both our student body and our faculty encompass a wide range of backgrounds and values.

Our theoretical orientation is grounded in humanistic and integrative principles. This means that we are respectful of different counseling philosophies, flexible in our approaches depending on client and student needs, and united in our belief that relationships remain at the core of all helping encounters. We also believe that counselors can best help people by understanding the relationship of emotional distress to family dynamics and to the social and cultural contexts that shape our lives.

The curriculum (or study plan) comprises 48 units, delivered in four phases. Phase I is introductory. Phases II and III form the body of core training in counseling. Phase IV comprises advanced courses and the final project, an original research study.

Conditionally Classified Standing

Phase I 12 units: Counseling 500, 502, 511, 518

Classified Standing

Phase II 12 units: Counseling 520, 522, 523, 526 Phase III 12 units: Counseling 521, 527, 528, 530 Phase IV 12 units: Counseling 560, 562, 584, 597

MASTER OF SCIENCE IN COUNSELING

Admission Requirements

The Department welcomes applicants from diverse academic, social, and cultural backgrounds. International and minority students are especially encouraged to apply. Preparation for the counseling profession is rigorous and multifaceted, necessitating the student's development in intrapersonal, interpersonal, and academic realms. Admission is therefore based upon indicators of the applicant's potential for becoming an effective counseling practitioner, including but not limited to grade point average (GPA), letters of reference, personal statement and departmental interview. Admission is not based on any single factor considered, but on a composite assessment of all factors. The following are required for consideration for admission to the program:

- An acceptable bachelor's degree (or equivalent) from a regionally accredited institution or its
 equivalent.
- 2. A minimum GPA of 3.0 for the last 60 sequential semester units completed
- 3. A minimum GPA of 3.2 in four prerequisite behavioral science courses (or their equivalents): counseling theory, statistics or research methods, abnormal psychology, and human development. At least two of the four prerequisites must be completed at the time of entrance; any remaining prerequisite(s) must be completed during the first semester of enrollment.

- 4. A detailed personal statement (1,500-3,000 words). This statement should inform the faculty about the following:
 - a) applicant's personal and educational background, strengths and weaknesses;
 - applicant's understanding of, motivation and suitability for entering into the counseling profession; and,
 - c) applicant's long-term professional goals. This statement is very important.
- 5. An interview with department faculty.
- 6. Three letters of recommendation. These letters should address the author's assessment of your suitability for pursuing graduate studies and entering the counseling profession. At least one letter must be academic (i.e., written by a professor or an instructor). The Department understands that for some applicants, contacting former instructors is not feasible; in these situations, professional references, written by supervisors or managers who are familiar with your work, are also appropriate.



Admission Procedures

Admissions to the Department of Counseling is a two-step process.

Send CSU graduate application and one set of official transcripts from all colleges/universities

Admissions and Records California State University, Fullerton P.O. Box 6900 Fullerton, CA 92834-6900

For application forms, phone University Outreach, at 714-278-2480. You can also complete the CSU graduate application on-line at https://www.csumentor.edu/AdmissionsApp. The application code is #08261.

Send three letters of recommendation, the personal statement, and one copy of all transcripts to:

Department of Counseling
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868

No separate department application form is required.

All required materials must be received by the University Office of Admissions and Records and by the Department of Counseling office by the deadline date. Late applications will not be reviewed.

For more information about admissions, please contact our Prospective Student Adviser, at 714-278-3042, or e-mail us at applycounseling@fullerton.edu.

All successful applicants are initially admitted as conditionally classified graduate students. They are invited to attend an orientation session before classes begin, and are encouraged to join the Graduate Counseling Students Association (GCSA).

The department recommends that students take at least six units per semester. Students working full-time are strongly advised against taking more than six units per semester because of the demanding nature of the program; however, students should be aware of time limits for completion of the degree and of the possibility that they may be unable to enroll in a specific course because of the class size limits or other factors.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Advisement

Each student is assigned to an adviser upon admission to the department. Advisers provide academic assistance, help students develop official study plans, recommend them for classified standing and advancement to candidacy, and monitor their progress throughout the duration of enrollment.

Students should consult their adviser on a regular basis. It is especially important to initiate contact with an adviser as soon as possible during the first semester of enrollment to verify enrollment in any remaining prerequisite courses and to discuss pre-classification requirements.

Classification and Advancement to Candidacy

Admission to the department as a conditionally classified student does not guarantee advancement to classified standing.

Each student undergoes two comprehensive evaluations; one during Phase II and the other during Phase III. Advancement to classified standing and to candidacy requires a 3.0 GPA and the faculty's on-going assessment of the student's aptitude and suitability for the counseling profession, progress in skill development, interpersonal and cultural sensitivity, and ethical and professional conduct. (See the "Graduate Regulations" section of this catalog for details concerning advancement to classified standing or candidacy.)

MARRIAGE AND FAMILY THERAPY (MFT) LICENSURE

To practice as a Marriage and Family Therapist in California, a license issued by the State Board of Behavioral Sciences (BBS) is required. Our 48-unit program with the MFCC concentration is designed to prepare students to meet licensure requirements (Business and Professions Code, Section 4980.37). Students should note that licensure requirements extend beyond those of the M.S. degree and include an internship and passing official written and oral examinations. It is the student's responsibility to keep informed about licensure requirements as they are subject to change from time to time. An authoritative source of information is Laws and Regulations Relating to the Practice of Marriage and Family Therapy and Licensed Educational Psychology issued by the BBS. For further information, write to the Board of Behavorial Sciences, Department of Consumer Affairs, 400 R Street, Suite 3150, Sacramento, CA 95814-6240; Tel. (916) 445-4933.

Upon graduation, students have 90 days to register with the BBS as an intern. It is advisable to write early to the BBS for a registration packet (e.g., at the beginning of the last semester).

COUNSELING COURSES

Courses are designated as COUN in the class schedule.

252 Career Exploration and Life Planning (3)

Exploration of personal career potentials, employment trends, decision making, goal setting and job search methods.

380 Theories and Techniques of Counseling (3)

(Same as Human Services 380)

449 Seminar on Child Abuse (1)

Prerequisite: Human Services 201 or Child/Adolescent Studies 301 or consent of the instructor. Presents characteristics of child abuse and a review of current laws, appropriate procedures for intervention, and methods of community networking and referral.

475T Counseling Special Populations (3)

Prerequisites: junior or senior standing and completion of introductory social science General Education class (III.C). Counseling assessment and treatment of specific client groups. Various topics will be covered depending on the specialized training and expertise of instructor. May be repeated with different topic for additional credit.

500 The Counseling Profession (3)

Prerequisite: graduate standing. The study of counseling as a mental health profession, including its history, current functions and future directions. Examination of the counselor as a professional, including educational goals, personal values, and cultural understandings.

Opportunity to observe master counselors at work.

502 Career and Lifestyle Development (3)

Prerequisite: Completion of or concurrent enrollment in Counseling 500. Survey of career and lifestyle development throughout the lifespan. Major theories and strategies in career counseling. Integration of knowledge of career development with the practice of counseling.

511 Pre-Practicum (3)

Prerequisite: Completion of or concurrent enrollment in Counseling 500. Basic counseling skills, including establishing a therapeutic relationship, facilitating client self-exploration and understanding how one's values influence the counseling process. Crisis intervention also will be addressed. Extensive role play practice.

518 Human Development and Functioning (3)

Prerequisites: Child/Adolescent Studies 312 and completion of or concurrent enrollment in Counseling 500. Integrated study of human development from infancy to old age and its effect upon individuals, couples, and family relationships. Emphasis on relevance to counseling. Role of human sexuality in lifespan development will be addressed.

520 Modes of Individual Counseling (3)

Prerequisite: Counseling 511. Advanced study of major theoretical frameworks in counseling, including models of personality, definitions of individual dysfunction and approaches to treatment. Practice in case conceptualization and application of theories to counseling.

521 Science of Human Inquiry II (3)

Prerequisites: Completion of or concurrent enrollment in Counseling 530, 527 and 528. Applied research methods and program evaluation. Comparative review and synthesis of inquiry approaches. Completion of literature review for anticipated Counseling 597 project. Instructional fee required.

522 Techniques of Brief Treatment and Assessment (3)

Prerequisites: Counseling 511 and 518. Advanced study of the latest edition of the Diagnostic and Statistical Manual of Mental Health Disorders (DSM) with emphasis on detection and assessment of alcohol and substance, spousal or partner, elder, and child abuse, and human sexual dysfunction. Review of brief treatment models.

523 Counseling and Culture (3)

Prerequisite: Counseling 500. Theory, research, and techniques related to counseling people from diverse cultural backgrounds. Emphasis on role plays and skills applications.

526 Professional, Ethical and Legal Issues in Counseling (3)

Prerequisite: Completion of or concurrent enrollment in Counseling 522 and 523. Ethical and legal standards as related to critical professional issues, including child abuse, spousal or partner abuse, elder abuse, and substance abuse. The relationship and integration of values for the counselor's role in practice, training, supervision, test usage, and consultation.

527 Systems of Family Counseling (3)

Prerequisite: Completion of or concurrent enrollment in Counseling 511. Survey of family systems models, including Adler, Satir, Bowen, Haley, Minuchin, and others.

528 Groups: Process and Practice (3)

Prerequisites: Counseling 500 and 511. Basic issues and concepts related to group process. Demonstration of group leadership skills with an emphasis on self-reflection.

529 Practicum: Supervised Counseling of Children or Adolescents (3)

Prerequisites: classified standing, Counseling 523, and consent of fieldwork coordinator. Supervised clinical practice with children or adolescents in approved community agencies. A minimum of 105 contact hours of counseling required for course completion.

530 Practicum (3)

Prerequisites: classified standing; completion of Counseling 520 and 526; consent of fieldwork coordinator and completion of or concurrent enrollment in Counseling 502, 527 and 528. Supervised clinical practice with adults, families and children in approved community agencies. A minimum of 105 contact hours of counseling required for course completion.

560 Psychological Testing For Counselors (3)

Prerequisites: Counseling 502, 522 or consent of instructor and completion of or concurrent enrollment in Counseling 530. Theories and applications of psychological testing and other means of appraisal, as they relate to the practice of community-based counseling and marriage and family therapy.

562 Counseling Couples (3)

Prerequisites: completion of Counseling 527 or consent of instructor and completion of or concurrent enrollment in Counseling 529 and 530. The treatment of couples, including overview of current theories, assessment, goal-setting, interventions, ethical issues, and diversity issues. Assessment and treatment of spouse abuse. Study of sexual dysfunctions and sex therapy.

575T Professional Issues in Counseling (3)

Prerequisite: graduate standing. Exploration of contemporary contextual issues facing the practicing counseling professional. The topics offered depend on the specialized training and experience of instructor. May be repeated for credit with different topic. Current topics include clinical supervision, program evaluation, career development, and consultation.

584 Advanced Practicum (3) and farmers of and to roledon side of probability of probability of the second side of probability of the second side o

Prerequisites: Counseling 529 or 530 and consent of Fieldwork
Coordinator. Advanced supervised clinical practice wit adults, families,
and children in approved community agencies. A minimum of 105
contact hours of counseling required for course completion.

597 Project (3)

Prerequisites: Counseling 521 and consent of faculty adviser.

Capstone program experience; taken final semester. Student conducts original research relevant to the counseling field.

598 Thesis (1-3)

Prerequisites: Counseling 529 or 530; consent of graduate program adviser. Independent research culminating in a thesis. Recommended for pre-doctoral students. May be repeated for credit.

599 Independent Study (1-3)

Prerequisite: consent of instructor or graduate program adviser.

Research and development in counseling pursued independently with periodic conference with instructor. May be repeated for credit.

INTRODUCTION

Criminal Justice is the study of the causes, consequences and control of crime. Like other new and developing fields, criminal justice is difficult to define as it draws from a number of different disciplines, including psychology, public administration, philosophy, political science, sociology and law.

The program leading to the Bachelor of Arts in Criminal Justice is designed to acquaint preservice and inservice students with the principles and practices of criminal justice in America. Although the department's curriculum allows for the development of depth in one of the subject's substantive subsystems (i.e., law enforcement, courts or corrections), the overriding both objective is to familiarize students with activities in all the above areas.

The department is both academic and professional in that it is an interdisciplinary attempt to relate intellectual issues and practitioner perspectives to the challenge of crime in a free society. In this regard, the department provides preparation for employment with a related agency and/or further study (e.g., law school).

ADVISEMENT

Students are urged to attend a "New Major Advisement Session" prior to their first semester at the university as a Criminal Justice major. This is particularly important for community college transfers. Failure to do so may delay graduation. The departments "New Major Advisement Sessions" are regularly and frequently scheduled. See the bulletin board or call the division office for details.

AWARDS IN CRIMINAL JUSTICE

Graduating seniors are eligible for the Academics Award, the Activities Award, the Overall Achievement Award and the William Hobbs Scholarship for outstanding law-related coursework. The Dan Byrnes Scholarship is given annually to an undergraduate who plans a career in law enforcement.

BACHELOR OF ARTS IN CRIMINAL JUSTICE

The Criminal Justice degree requires a minimum of 120 units, which includes courses for the major, General Education, all University requirements, and free electives. For the major, every student must complete the core courses (21 units) and a minimum of 12 units from the elective curriculum. In addition, each student is required to complete 9 units in a correlated curriculum.

For additional information regarding the Criminal Justice program and its courses, check with the Division office in University Hall 511.

Core Curriculum (21 units)

Crim Just 300 Introduction to Criminal Justice (3)

Crim Just 310A Criminal Law: Substantive (3)

Crim Just 315 The Enforcement Function (3)

Crim Just 320 Introduction to Public Management and Policy (3)

Crim Just 330 Crime and Delinquency (3)

Crim Just 340 Criminal Justice Research Methodology (3)

Crim Just 345 Corrections (3)

DIVISION OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

DIVISION CHAIR

Alan Saltzstein

DIVISION OFFICE

University Hall 511

DIVISION WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Bachelor of Arts in Criminal Justice Minor in Criminal Justice

FACULTY

Rhonda Allen, W. Garrett Capune, George M. Dery, III, James Farris, James Lasley, Jarret Lovell, Kevin Meehan, Jill Rosenbaum NOTE: Criminal justice majors must achieve a grade of C or better in 6 of the last 7 core courses in order to earn their Bachelor's Degree.

Elective Curriculum (12 units)

Crim Just 310B Criminal Law: Procedural (3)

Crim Just 350 Principles and Concepts of Investigation and Reporting (3)

Crim Just 385 Minorities and the Criminal Justice System (3)

Crim Just 405 Criminal Justice Policy (3)

Crim Just 422 Human Resources Management (3)

Crim Just 425 Juvenile Justice Administration (3)

Crim Just 430 Women and Crime (3)

Crim Just 450 Organized Crime and Intelligence Analysis (3)

Crim Just 455 Gangs and the Criminal Justice System (3)

Crim Just 462 Crime Analysis (3)

Crim Just 465 Law, Punishment, and Justice (3)

Crim Just 470 Sex, Crime and Culture (3)

Crim Just 472 The Judicial Process

Crim Just 475T Topics in Administration of Justice: A Seminar (3)

Crim Just 480 Courtroom Evidence (3)



Crim Just 485 Search, Seizure and Interrogation I (3)

Crim Just 486 Search, Seizure and Interrogation II (3)

Crim Just 495
Internships (3)

Crim Just 499
Independent Study

Correlated Curriculum (9 units)

Courses in the related fields shall be selected by the student in consultation with an adviser. The purpose of this requirement is to allow for an awareness of the disciplines contributing to the creation of "criminal justice" as a separate subject. Upper-division courses in such fields as philosophy, political science, psychology and public administration are included. For a list of courses that can count in this regard, check with the Division office.

Writing Requirement (3 units)

One of the following courses:

Crim Just 350 Principles and Concepts of Investigation and Reporting (3)
English 301 Advanced College Writing (3)

English 365 Legal Writing (3) 2 5 and yeld word annual an anomalies

For further information on these alternatives, please see a Criminal Justice adviser.

MINOR IN CRIMINAL JUSTICE

The Minor in Criminal Justice consists of a total of 18 units including three required and three elective courses to be chosen from the Criminal Justice curriculum. The required courses are:

Crim Just 300 Introduction to Criminal Justice (3)

Crim Just 310A Criminal Law: Substantive (3)

Crim Just 330 Crime and Delinquency (3)

CRIMINAL JUSTICE COURSES

Courses are designated as CRJU in the class schedule.

300 Introduction to Criminal Justice (3) bas relations

A study of the underlying ideological issues confronting America's system of criminal justice, with an emphasis on key concepts in conflict (law and order, rehabilitation vs. retribution, etc.)

310A Criminal Law: Substantive (3)

Prerequisite: Crim Just 300. The general doctrines of criminal liability in the United States and the classification of crimes as against persons, property and the public welfare. The concept of governmental sanction of the conduct of the individual.

310B Criminal Law: Procedural (3)

Prerequisite: Crim Just 300. Legal problems associated with the investigation of crime, the acquisition of evidence, the commencement of a criminal proceeding, the prosecution and defense of charges, sentencing and appeal. The development of existing procedures and examination of current efforts for reform.

315 The Enforcement Function (3)

Prerequisite: Crim Just 300 or consent of instructor. The historical and philosophical development of the enforcement function at federal, state and local levels; community controls, political pressures and legal limitations pertaining to law enforcement agencies at each level of government; police policies and problems vis-a-vis the administration of justice as a system.

320 Introduction to Public Management and Policy (3)

Prerequisites: Political Science 100 and completion of General Education Category III. C.1. Introduction to the Social Sciences. Introduction to the field of public administration. The course emphasizes current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning, and policy making. Examples and cases from the criminal justice field are emphasized. (Same as Poli Sci 320)

322 Leadership for Public Service (3)

(Same as Poli Sci 322)

330 Crime and Delinquency (3) State OOC SEE MITO SHERIPS STATE

Prerequisite: Crim Just 300. This course provides an overview and analysis of the evolving and conflicting purposes and practices associated with the topics of criminology, crime and delinquency with an emphasis on contemporary strategies for the prevention, remediation and control of crime and delinquency.

340 Criminal Justice Research Methodology (3)

Prerequisite: Crim Just 300. Elementary statistics including descriptives, measurements and tests; data collection methods for effort evaluation and program prediction; systems analysis techniques.

345 Corrections (3)

Prerequisite: Crim Just 300 or consent of instructor. This course provides an overview and analysis of the evolving and conflicting purposes and practices associated with the adult corrections systems, with an emphasis upon contemporary strategies for treating/punishing offenders both while incarcerated, as well as while in the community.

350 Principles and Concepts of Investigation and Reporting (3)

Prerequisite: Crim Just 300 or consent of instructor. Principles of investigative activity practiced by police, courts and correctional subsystems. Reporting procedures and requirements. Meets classroom portion of upper-division writing requirement for Criminal Justice majors, or as an elective in the concentration curriculum.

385 Minorities and the Criminal Justice System (3) (Formerly 440)

Prerequisite: completion of General Education Category II. and Category III. C.1; Crim Just 300 recommended. An introduction to the issues surrounding the charges of overt and indirect institutionalized racism in the criminal justice system. An overview of patterns of criminal behavior among minority groups in the U.S. will be discussed.

405 Justice Policy (3)

Prerequisite: Crim Just 300 and 330. Not open to students who have studied Criminal Justice policy as Crim Just 475T. The evolving purposes and practices associated with the development of criminal justice policies, principally in the United States. Particular topics, such as sentencing legislation, illustrate the development, adoption, and impact of public policy on criminal justice systems.

422 Human Resources Management (3)

(Same as Poli Sci 422)

425 Juvenile Justice Administration (3)

Prerequisite: Crim Just 300 or consent of instructor. Definitions of "delinquency" and the related responses of the interested institutions (police, courts and correction); the juvenile court (past and present), and prevention and correction programs (practicing and proposed).

430 Women and Crime (3)

Prerequisite: Crim Just 300 or Philosophy 302. An examination of women as criminals and victims, gender differences in criminal behavior and the role of women as professionals in the criminal justice system.

450 Organized Crime and Intelligence Analysis (3)

Prerequisite: Crim Just 300. History and development of organized crime. Current criminological strategies of control of organizational crime. Systems theories and other analytical techniques of police intelligence.

455 Gangs and the Criminal Justice System (3)

Prerequisites: Crim Just 300 or consent of instructor. Causal factors of, and legal solutions to, gang related crime in the United States are examined. Relevance of sociological, psychological, economic, and educational deviance theories to justice intervention strategies is emphasized.

462 Crime Analysis (3)

Prerequisites: Crim Just 300 and 340. This course will examine the crime analysis function within the law enforcement organization, demonstrate how to develop, implement and operate a crime analysis unit, and discuss the nexus between crime analysis, field and investigative operations, and administrative bureaus.

465 Law, Punishment and Justice (3)

Prerequisite: Crim Just 300. Theoretical scholarship in criminal justice is increasingly concerned with law in relation to delivery of justice and practices of punishment. Students will examine the rule of law, question whether justice is different from law, and review the role punishment plays.

470 Sex, Crime and Culture (3)

Prerequisite: Criminal Justice 300 or consent of instructor. Analysis of rationale for law's concern with sexual conduct, developed via discussion of selected offenses and offenders. Lectures and guest speakers also present opposing perspectives regarding the role of law enforcement, courts and correction. Research and reform will be reviewed. Field trips to be arranged.

472 The Judicial Process (3)

Prerequisites: Crim Just 300 or Poli Sci 375 or consent of instructor. The nature, functions and roles of courts. Roles of major participants in the American legal system, including judges, attorneys and citizens. The administration of justice as a system. (Same as Poli Sci 472)

475T Topics in Administration of Justice: A Seminar (3)

Prerequisite: Crim Just 300 or consent of instructor. Current social, legal and practical problems confronting police, courts and corrections. A "variable topic" class with specific subjects to be announced each semester.

480 Courtroom Evidence (3)

Prerequisite: Crim Just 300 or consent of instructor. The rules of evidence in the context of a criminal trial in a California court. The rules, their application and their rationale. Lecture, discussion and simulated courtroom situations.

485 Search, Seizure and Interrogation I (3)

Prerequisite: Crim Just 300 or consent of instructor. Analysis of the laws that apply in common street search-and-seizure and interrogation situations in California; how they have evolved, and what developments are anticipated.

486 Search, Seizure and Interrogation II (3)

Prerequisite: Crim Just 300 or consent of instructor. An analysis of the laws that apply in some search-and-seizure and interrogation situations, such as those involving the border patrol and College officials.

492 Pre-law Internship (3)

(Same as Poli Sci 492)

495 Internships (3)

Prerequisites: Crim Just 300 or senior standing and consent of instructor. The criminal justice professions; eight to 20 hours per week as a supervised intern in a public agency or related organization. In addition to the job experience, interns meet in a weekly three-hour seminar.

499 Independent Study (1-3)

Prerequisites: at least 12 units of criminal justice and consent of adviser. Student selects an individual research project, either library or field. Conferences with adviser as necessary, culminating in one or more papers. May be repeated for credit.

DEPARTMENT CHAIR

Stewart Long

DEPARTMENT OFFICE

Langsdorf Hall 702

DEPARTMENT WEBSITE

http://business.fullerton.edu/economics

DIRECTOR, CENTER FOR ECONOMIC EDUCATION

Chiara Grafton-Lavoie

CENTER FOR ECONOMIC EDUCATION

Langsdorf Hall 530

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Business Economics

Bachelor of Arts in Economics

Minor in Economics

Master of Arts in Economics

Master of Business Administration

Concentration in Business Economics

FACULTY

Radha Bhattacharya, Victor Brajer, Edward Castronova, Kwang-wen Chu, James Dietz, Vincent Dropsy, Adrian Fleissig, Andrew Gill, Jane Hall, Walter Hettich, Sei-Wan Kim, Stewart Long, Robert Michaels, Howard Naish, Dipankar Purkayastha, Morteza Rahmatian, Lakshmi Raut, Suddhasatwa Roy, Eric Solberg, Denise Stanely, David Wong

INTRODUCTION

As a scholarly discipline, economics is over two centuries old, dating back to the French physiocrats and Adam Smith in the 18th century. The nature of economic analysis has been described by John Maynard Keynes as "... a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessors to draw correct conclusions."

Economic methods are used to study a basic question which faces all societies: how should limited resources be used to produce goods and how should that production be distributed? Not all wants can be satisfied because resources and knowledge are limited. Therefore, societies are faced with choices. These choices are made in different ways: by custom, by command and centralized control, or by a system of markets and prices as in our mixed economy. Economists examine alternative solutions to the basic economic problem by analyzing costs and benefits of changing existing patterns of resource use.

Economists work in many specialties including money and banking, financial economics, international trade and finance, labor, public finance, industrial organization, regulation, environment and natural resources, economic development, transitional economies, e-commerce, business cycles, planning and forecasting. Social issues and problems such as poverty, crime, discrimination, minimum wage, anti-trust, immigration, aging, energy, pollution, health and education are typical subjects of faculty research. The Department of Economics offers up to date courses that prepare students for the issues raised by the new global economy, the modern telecommunications and computer revolution, and the economics of e-commerce.

The faculty of the Economics Department participate in programs leading to both undergraduate and graduate degrees. One undergraduate program leads to a bachelor of arts degree with a major in economics. Another undergraduate program leads to a bachelor of arts degree with a major in business administration and a concentration in business economics and requires a larger number of business courses. Both programs prepare the student for a variety of career opportunities in business and government as well as advanced studies in economics, business, public administration and law. Graduate study is offered in economics, leading to a master of arts degree. Alternatively, students may follow the Master of Business Administration curriculum, with a concentration in business economics.

Advisers

The Business Advising Center, Langsdorf Hall 731, provides information on admission, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, all economics majors should see a faculty adviser in the Department of Economics for information on career opportunities and advanced study. Undergraduates should consult the department office for the name of their faculty adviser. Graduate students should consult the graduate adviser, Dipankar Purkayastha.

Credential Information

For students interested in a teaching credential, the Department of Economics offers courses which may be included in Subject Matter Preparation Programs and Supplementary Authorization Programs for elementary and secondary teaching.

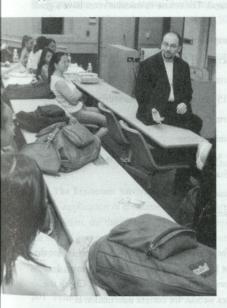
Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department Office for Elementary and Bilingual Education and the Department Office for Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education, Education Classroom 207.

Awards in Economics

Formuzis, Pickersgill, and Hunt Student Paper Award Outstanding Senior in Economics Outstanding Graduate Student in Economics Wall Street Journal Student Achievement Award Murray Wolfson Memorial Scholarship Norman Townshend-Zellner Award Levern Graves Award

BACHELOR OF ARTS IN ECONOMICS

Admission to the Economics major involves two steps. Students who apply to the major are initially classified as Pre-economics. After completing the lower-division core requirements with grades of at least C, students may apply to the Economics major. Pre-economics students may take lower-division business and economics courses, but most upper-division courses are not open to Pre-economics students.



The Bachelor of Arts in Economics requires a minimum of 120 units which includes courses for the major, General Education, all university requirements, and free electives. All of the following requirements must be met for the degree. Students must earn a grade of at least C in each course listed below. However, a C average will be acceptable in the upper-division economics electives. For

assistance in interpreting these requirements contact the Business Advising Center, Langsdorf Hall 731. Students should also contact their faculty adviser in the Economics Department prior to or during their first semester.

Required Lower-Division Courses

Accounting 201 Financial Accounting (3)

Bus Administration 201 Business Writing (3)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Economics 440 Introduction to Econometrics (3)

OR Math 150B Analytic Geometry and Calculus (4)

OR Accounting 201B Managerial Accounting (3)

Info Sys/Decision Sci 265 Introduction to Computing and Application Software (3)

Math 135 Business Calculus (3)

OR Math 130A Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Required Upper-Division Courses

Business Administration 301 Advanced Business Communication (3)

Economics 310 Intermediate Microeconomic Analysis (3)

Economics 320 Intermediate Macroeconomic Analysis (3)

Economics 340 Economic Research Methods (3)

Info Sys/Decision Sci 361A Quantitative Business Analysis: Probability & Statistics (3)

and 15 units of upper-division economics electives (6 units of which must be 400-level)

No more than 3 units of independent study may be used to meet the 400-level electives requirement.

Other Requirements, Grades and Residence

Other Subjects. Complete at least 50 percent of the coursework for the degree outside the College of Business and Economics. The department recommends that these courses be from the social sciences and mathematics. Students planning to do graduate work in economics are advised to take Math 150A,B; Economics 440 and Economics 441. Complete all university requirements for the bachelor's degree.

Grade-Point Average (GPA). Attain at least a 2.0 GPA (C average) in all university courses and in the upper-division economics electives. Earn at least a C grade in each course required for the major (other than the upper-division economics electives).

Grade Option. Take all required courses in economics, accounting and management science/information systems for a letter grade (A,B,C,D,F). The credit/no credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements for the degree. Exception: courses in calculus may be taken under the credit/no credit grading option; however, if it is also taken to meet general education requirements, then it must be taken for a letter grade.

Residence. At least 15 units of courses must be taken in residence at the College of Business and Economics at Cal State Fullerton. Also, students must fulfill University residence requirements.

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Business Economics Concentration."

MINOR IN ECONOMICS

The economics minor covers the basics in the discipline of economics and gives students the opportunity to explore personal interests through electives. Note that a course in calculus (Math 135 or equivalent) is prerequisite to Economics 310 and 320. Students must earn a grade of at least C in each course listed below.

Required Lower-Division Courses

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Required Upper-Division Courses

Business Administration 301 Advanced Business Communications (3)

Economics 310 Intermediate Microeconomics Analysis (3)

OR Economics 315 Intermediate Business Microeconomics (3)

Economics 320 Intermediate Macroeconomics Analysis (3)

and 9 units of upper-division economics electives

Note: Students with a major in business administration and a concentration other than economics, who wish to minor in economics, must take Economics 201, 202, and 310 as part of their major. For such students, these requirements in the minor will be waived and the minor will consist of Economics 320 and nine units of upper-division economics electives. Students with a major in business administration and a concentration in business economics may not also minor in economics

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan."

MASTER OF ARTS IN ECONOMICS

This program provides preparation for professional careers in private industry and government and provides a foundation for further graduate work at the doctoral level. Full-time and part-time students can be accommodated. Most of the courses are scheduled in the evening.

The curriculum is designed for students with an undergraduate degree in business administration or economics, and consists of 10-11 courses (30-33 units). Provided that all prerequisites have been satisfied, the program may be completed in one year (full-time) or two and one-half years (part-time).

The required courses progress from economic theory through economic model building and estimation to the seminar in which the student prepares a thesis applying economic theory and econometric methods to a specific area of investigation. The curriculum also includes four to six courses (12-18 units) of electives.

Most graduate courses in the College of Business and Economics require classified "CBE status" and are open only to students with classified standing in the M.A. in Economics, M.B.A., M.S. in Accountancy, M.S. in Management Science, or M.S. in Taxation programs.

Admission

Students meeting the following requirements will be admitted to post-baccalaureate-unclassified standing:

- Acceptable bachelor's degree from appropriately accredited institution, or equivalent.
- 2. Grade-point average of at least 2.5 in the last 60 semester units attempted, and in good standing at last college attended. Postbaccalaureate-unclassified students may enroll in undergraduate courses (100 through 400 level) but are generally ineligible for graduate economics courses (500 level). Such students may wish to take undergraduate courses which are necessary to meet the requirements for classified standing (see below). Upon completing the requirements, the student may file an Application for Change of Academic Objective requesting admission to the M.A. in Economics program. Admission to the university as a postbaccalaureate unclassified student does not constitute admission to the program, does not confer priority, nor does it guarantee future admission. Students planning to apply for admission to the program should confer with the graduate adviser in the Department of Economics. Students meeting the following departmental requirements will be admitted with conditionally classified standing:
- 3. An average score of 500 each on the Graduate Record Examination (G.R.E.) verbal and quantitative sections.

- 4. Three letters of recommendation and a statement of purpose sent directly to the Graduate Adviser in Economics.
- 5. For international students a TOEFL score of 570. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department approved course(s). Conditionally classified students may take a limited number of courses at the graduate level, subject to the approval of the graduate adviser of the Department of Economics. Students are expected to advance promptly to classified standing. Students meeting the following additional requirements will be advanced to classified standing. Such students are eligible to take graduate courses for which they are qualified.
- Completion of the following courses at Cal State Fullerton (or equivalent courses at other institutions) with a grade-point average of at least 3.0 (B average). The course in calculus must have a grade of at least C.

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Economics 310 Intermediate Microeconomic Analysis (3)

OR Economics 315 Intermediate Business Microeconomics (3)

Economics 320 Intermediate Macroeconomic Analysis (3)

One 400-level economics course

Info Sys/Decision Sci 361A Quantitative Business Analysis: Probability and Statistics (3)

Mathematics 135 Business Calculus (3)

7. Approval of study plan.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

M.A. CURRICULUM

Students are urged to meet as soon as possible with the graduate adviser in the Department of Economics to file a study plan and advance to classified standing.

Any study plan course in which a D grade is received must be repeated with at least a C grade, regardless of the overall grade-point average of the student.

Required Courses (15 units)

Economics 441 Introduction to Mathematical Economics (3)

Economics 504 Econometric Analysis (3)

Economics 502 Advanced Microeconomic Analysis (3)

Economics 503 Advanced Macroeconomic Analysis (3)

Economics 595 Current Research in Economics (3)

OR approved 500-level substitute

Area & Elective Courses (12-18 units)

Area courses require nine units chosen from the student's field of interest. Coursework may focus on the following areas:

- Environmental and natural resource economics (six units from Economics 416, 461, 462 and six units approved 500-level electives);
- International economics and finance (Economics 411, 433, and six units approved 500-level electives);
- Applied economic analysis involving coursework related to industrial organization and labor (six units from Economics 410, 412, 413, and six units approved 500-level electives);
- 4. The public sector (six units from Economics 416, 417, 420, 421, and six units approved 500-level electives);
- 5. Banking and finance (six units from Economics 420, 421, and six units approved 500-level electives); and
- Economics of human capital, health and aging (Economics 412, Gerontology 506 and six units approved 500-level electives.

Among area and elective courses, 12 units must be taken with at least six units at the 500-level and at least six units must be in economics.

Terminal Evaluation (0-3 units)

Economics 598 Thesis Research (3)

OR Comprehensive Exam

ECONOMICS COURSES

Courses are designated as ECON in the class schedule.

100 The Economic Environment (3)

The application of economics to the problems of unemployment and inflation, the distribution of income, competition and monopoly, the role of government in the economy, and other policy issues. Not open to prebusiness, business administration majors or minors, economics majors or minors, or international business majors.

201 Principles of Microeconomics (3)

Principles of individual consumer and producer decision-making in various market structures; the price system; market performance and government policy.

202 Principles of Macroeconomics (3)

Prerequisite: Economics 201. Principles of macroeconomic analysis and policy; unemployment and inflation; financial institutions; international trade; economic growth; comparative systems.

310 Intermediate Microeconomic Analysis (3)

Prerequisites: Economics 202 and Mathematics 135. Corequisites: Business Admin 301 and Info Sys/Decision Sci 361A or equivalent. Rational decision-making behavior of consumers and firms and price and output determination in markets. Primarily for economics majors, but open to all students who qualify.

315 Intermediate Business Microeconomics (3)

Prerequisites: Economics 202 and Mathematics 135. Corequisites: Business Admin 301 and Info Sys/Decision Sci 361A or equivalent. Analysis of business decisions in alternative market structures with special emphasis on problem solving in a business context using economic concepts and methods. Not open to economics majors. Students may not receive credit for both Economics 310 and 315.

320 Intermediate Macroeconomic Analysis (3)

Prerequisites: Economics 202 and Math 135. Corequisites: Business Admin 301, Info Sys/Decision Sci 361A or equivalent. The determinants of the level of national income, employment and prices, and monetary and fiscal policies.

330 Comparative Economic Systems (3) 330 Economic Radiate 138

Prerequisite: Economics 100 or 201. Alternative economic systems; their theoretical foundations, actual economic institutions, and achievements and failures. Contrast between socialist and capitalist systems.

331 Economies in Transition (3)

Prerequisite: Economics 100 or 201. The transformation from centrally-planned to market-oriented economies in Russia and Eastern Europe.

Focuses on the economic, social and political costs and benefits involved in the restructuring of economic systems.

332 Economies of the Pacific Rim (3)

Prerequisite: Economics 100 or 201. Dimensions of industrialization, agriculture, investment, human resources, and trade in economies of the Far East (including Japan and China), India, and related nations of the Pacific Rim.

333 Economic Development: Analysis and Case Studies (3)

Prerequisite: Economics 100 or 201. The processes of economic growth with references to developing areas. Capital formation, resource allocation, relation to the world economy, economic planning and institutional factors, with case studies.

334 Economics of Latin America and the Caribbean (3)

Prerequisite: Economics 100 or 201. Corequisite: Business Admin 301. Examines regional economic problems within an international context: dependence, industrialization and the international corporation; agriculture; regional cooperation; inflation; trade and debt problems.

Major economic thinkers will be discussed.

335 The International Economy (3)

Prerequisite: Economics 100 or 201. The theory, practice and institutions of the international economy. International trade and investment, balance of payments, foreign exchange rates, multi-national enterprise, international economic policy. Current trade issues: European Community, trade with developing countries, Eastern Europe, and the states of the former Soviet Union; General Agreement on Tariffs and Trade (GATT) and other major trade agreements.

340 Economic Research Methods (3)

Prerequisites: Economics 202, Info Sys/Decision Sci 361A or equivalent. This course will introduce the student to the basics of applied economic research. Students will learn how to access existing economic knowledge, locate and compile economic data, and analyze economic problems using theory and quantitative methods.

350 American Economic History (3) and guilbrand box notices to

Prerequisite: Economics 100 or 201. The development of American economic institutions; economic problems, economic growth and economic welfare.

351 European Economic History (3)

Prerequisite: Economics 100 or 201. The evolution of European Economic institutions and their relation to the development of industry, commerce, transportation and finance in the principal European countries.

361 Urban Economics (3)

Prerequisite: Economics 100 or 201. Theory and analysis of the urban economy, urban economic problems and policy.

362 Environmental Economics (3)

Prerequisite: Economics 100 or 201. Economic analysis of environmental problems and related issues: externalities, property rights, social costs and benefits, user cost, rent and decision making under uncertainty.

410 Industrial Organization (3)

Prerequisites: Business Admin 301, Economics 310 or equivalent. Business organization, conduct and performance; the rationale and impact of public policy on business and business activities, including the regulated industries, sick industries and antitrust policy.

411 International Trade (3)

Prerequisites: Business Admin 301, Economics 310 or 315 or equivalent. The theory of international gains from free trade, effects of tariff and non-tariff barriers, and conduct of commercial policy. The balance of payments, the theories of exchange rate determination, and other international economic issues.

412 Labor Economics (3)

Prerequisites: Business Admin 301, Economics 310 or equivalent. Labor supply and demand, labor force participation, employment, unemployment, human capital, wage differentials, disadvantaged labor market groups, discrimination and wage-related income transfers.

413 Law and Economics (3)

Prerequisites: Business Admin 301; Economics 310 or 315. An economic analysis of the common law-property, contract, and tort-focusing on the use of microeconomic theory to study the economic efficiency characteristics and effects of these laws. An emphasis will be placed on the analysis of specific legal cases.

416 Benefit Cost and Microeconomic Policy Analysis (3)

Prerequisites: Business Admin 301, Economics 310 or equivalent. Application of microeconomic models and welfare economics to public policy. Concepts of economic efficiency, economic surplus and equity. Measurement of policy effects, including benefit-cost analysis, with applications to selected policy areas such as education and environmental programs.

417 Public Finance (3)

Prerequisites: Business Admin 301, Economics 310 or equivalent. Government finance at the federal, state and local levels; the impact of taxation and spending on resource allocation, income distribution, stabilization and growth.

420 Money and Banking (3)

Prerequisites: Business Admin 301, Economics 320 or equivalent. The money supply process and the impact of monetary policy on economic activity.

421 Monetary and Fiscal Policy (3)

Prerequisites: Business Admin 301, Economics 320 or equivalent. The techniques of monetary and fiscal policy and their relative roles in promoting economic stability and growth.

431 International Macroeconomics and Growth (3)

Prerequisites: Business Admin 301 and Economics 320. Macroeconomic analysis of the open economy: the impact of stabilization policies in a global economy, the role of the balance of payments, the international monetary system and growth in less developed countries.

433 The Less Developed Countries and the World Economy (3)

Prerequisites: Economics 310, 315, or 515 and Economics 320 or 521. In-depth analytical study of development and underdevelopment in the poorer countries in the context of a changing international economic order. Both the neo-classical and the political economy approaches will be discussed. Includes case studies from Asia, Africa, and Latin America.

440 Introduction to Econometrics (3)

Prerequisites: Business Admin 301, Economics 202, Info Sys/Decision Sci 361A or equivalent. Economic measurement: specification and estimation of econometric models; statistical methods in economic research.

441 Introduction to Mathematical Economics (3)

Prerequisites: Business Admin 301, Economics 202 and Math 135 or equivalent. Economic theory from microeconomics and macroeconomics. Content varies; constrained optimization problems and rational decision-making.

450 History of Economic Thought (3)

Prerequisites: Business Admin 301 and Economics 310 or 320. Major schools of thought and of leading individual economists as they influenced economic thought and policy.

461 Ecological Economics (3)

Prerequisites: Business Admin 301 and Economics 310 or 315 or equivalent. The application of economic concepts and methods to understanding the ways in which human economic behavior contributes to environmental and ecosystem degradation; the use of economic approaches to evaluate and manage these impacts; the design of sustainable economic policies.

462 Natural Resource Economics (3)

Prerequisites: Business Admin 301 and Economics 310 or 315 or equivalent. Concepts and principles in the application of economics to issues in natural resource economics. Issues will include uncertainty and risk in investment, depletion over time, cartelization, the role of technological innovation and government intervention related to fuels, water, land, etc.

495 Internship (1-3)

Prerequisites: Economics major with Business Admin 301, Info Sys/Decision Sci 361A, Economics 310 or 320 or the equivalents; or international business major with Economics 202 and 335, Info Sys/Decision Sci 361A or the equivalents; and consent of the department internship adviser, at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for a total of six units credit. Credit/No Credit grading only.

496 Student-to-Student Tutorial (1-3)

Prerequisites: Economics major or concentration, Business Admin 301, Economics 310 and 320, senior standing, 3.0 GPA and consent of department chair. Student learns through teaching (tutoring) other students enrolled in principles and intermediate economics courses. Consult "Student-to-Student Tutorials" in this catalog for more information. May not be used to satisfy the elective requirements for the major or concentration in business economics. Credit/No Credit grading only.

499 Independent Study (1-3)

Prerequisites: Economics major or concentration, Business Admin 301, Economics 310 and 320 or the equivalents, senior standing, and consent of department chair. Directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

502 Advanced Microeconomic Analysis (3)

Prerequisites: Economics 310 or equivalent and classified graduate status in Economics. An advanced treatment of rational decision-making behavior of consumers and firms, the price system, and resource allocation in partial and general equilibrium settings. Topics include preference theory, welfare economics, gains from trade, monopoly power, external costs and benefits, public goods, factor markets, intertemporal decisions, risk and uncertainty.

503 Advanced Macroeconomic Analysis (3)

Prerequisites: Economics 320 or equivalent and classified graduate status in Economics. The determination of employment, fluctuations of real and money income, and the forces underlying economic growth.

504 Econometric Analysis (3)

Prerequisites: Economics 440 or equivalent and classified graduate status in Economics. Contemporary methods used in econometric research with a focus or methods used in regression analysis, cross-section and panel data methods, and advanced topics of non-linear models, simulations and limited dependent variables.

505 Economic Models and Forecasting (3)

Prerequisites: Economics 440 and classified graduate status in economics. Statistical methods of econometric estimation and forecasting. Practical solutions to problems in model specification, estimation by regression, time series analysis and forecasting.

506 Economics of Aging (3)

(Same as Gerontology 506)

515 The Price System and Resource Allocation (3)

Prerequisites: Classified CBE status and Math 135 or the equivalent. Microeconomic analysis and policy under mixed capitalism. The economic environment and institutions, markets, consumer choice, production and resource allocation. Monopoly power and government intervention. (Not open to M.A. Economic candidates.)

516 Economics and Benefit-Cost Analysis (3)

Prerequisites: Economics 201 and classified graduate status in Economics, or Environmental Studies or Public Administration.
Economics and benefit-cost analysis of public projects. Consumer demand and the estimation of benefits; the nature of cost in a market economy; price controls, unemployment and inflation; and criteria for choice, for multi-year projects. For elective credit in the M.S. Environmental Studies or Master of Public Administration.

521 Macroeconomic Theory and Policy (3)

Prerequisites: Economics 310 or 515 or equivalent and classified CBE status. National income determination and macroeconomic models. Inflation and unemployment. Monetary and fiscal policies. International trade and foreign exchange (Not open to M.A. Economics candidates or students with credit for Economics 320.)

531 International Economics (3)

Prerequisites: Economics 310 or 315 or 515 or equivalent and classified CBE status, and Economics 320 or 521. An introductory analysis of theories and current issues in international trade, finance, macroeconomics and growth, with an emphasis on business applications. (Not open to M.A. Economics candidates or students with credit for Economics 431.)

590 Topics in Economic Analysis and Policy (3)

Prerequisites: Economics 310 and 320 or equivalent; classified graduate status in Economics. Contemporary research in areas such as: resource economics; history of economic thought; international monetary systems; forecasting; economics of planning; human resource economics. May be repeated for credit.

595 Current Research in Economics (3)

Prerequisites: classified graduate status in Economics or Economics 440 and permission of the instructor. Students attend the departmental research seminar where faculty and outside speakers present papers dealing with recent and ongoing research. Students read material relevant to presentations and write analytical reports covering five seminar meetings.

598 Thesis Research (3)

Prerequisites: Economics 502, 503 and classified graduate status in Economics. Corequisite: Economics 505. Selection and approval of topic; outline; methodology; literature survey; data collection and analysis; presentation of results. Award of the grade is contingent upon the completion and acceptance of the thesis.

599 Independent Graduate Research (1-3)

Prerequisites: Economics 440, 502 and 503; classified graduate status; and consent of instructor and Department Chair (or designee). Directed advanced independent inquiry. May be repeated for credit. Not open to students on academic probation.

College of Human Development and Community Service

MISSION

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship.

GOALS OF THE DEPARTMENT

The goals of the department are to prepare educational leaders who demonstrate a wide array of knowledge, skills, attributes, and commitment.

Strategic Leadership

Leadership requires the ability to develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.¹

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.²

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.²

Instructional Leadership

Leadership requires the ability to design appropriate curricula and instructional programs, to develop learner-centered school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction.¹

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.²

Organizational Leadership

Leadership requires the ability to understand, initiate and/or improve the organization, implement operational plans, manage financial resources, and apply effective management processes and procedures.

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.²

Political Leadership

Leadership requires the ability to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to understand and act professionally regarding the ethical implications of policy initiatives and political actions, to regulate public policy initiatives to student welfare, to understand.

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.²

Community Leadership

Leaders must collaborate with parents and community members; work with community agencies, foundations, and the private sector; respond to community interests and needs in performing administrative responsibilities; develop effective staff communications and public relations programs; and act as mediators for the various groups and individuals who are part of the school community.

SCHOOL OF EDUCATION ASSOCIATE DEAN (ACTING)

L.Y. (Mickey) Hollis

DEPARTMENT OF EDUCATIONAL LEADERSHIP

DEPARTMENT CHAIR

Dr. Louise Adler

DEPARTMENT OFFICE

Education Classroom Building 531

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/edleadership

PROGRAMS OFFERED

Master of Science in Education

Concentration in Educational

Administration

Preliminary Administrative Credential
Professional Administrative Credential
School Business Management Certificate
(University Extension)

Doctorate of Education (Approval pending)

Educational Leadership and Policy

FACULTY

Louise Adler, Joyce Lee, Ron Oliver, Linda Orozco, Ken Stichter A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.²

PHILOSOPHY OF THE DEPARTMENT

Administration of schools for the 21st Century demands that education leaders demonstrate:

- Commitment to high standards;
- Strong ethical values;
- Credible instructional leadership;
- Understanding of social and political trends and the changing role of education in our society;
- Problem solving ability and the skills necessary to promote and adapt to change and use collaboration to build a shared vision for schools;
- Capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission;



- Commitment to life long learning which empowers students, staff, and themselves. We believe that: every child must achieve academic success in school;
- Every school must educate for an American democ-

racy that values the norms and practices of diverse groups and at the same time celebrates shared community values;

- School leaders must be reflective practitioners;
- Knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their experiences.

Policies of the Department

Candidates for our programs will be selected on the basis of leadership potential and commitment to the improvement of education, and will engage in a rigorous course of study.

The department is committed to a continual effort to plan and revise programs in collaboration with university colleagues, our students, and the leaders of the schools in the communities we serve.

Students who wish to apply for credential programs must complete a separate applicant portfolio. Contact the School of Education Admission Office, 278-4028, for a copy of the requirements and information.

Students applying for the Preliminary Administrative Credential

Program are required to have three years teaching experience when
entering the program. Waiver requests for 1-2 years of experience are
considered for those starting a second career or under unusual circumstances.

The courses offered by the department are arranged in a specific order, which must be followed by all students. Cohorts of students are formed and move through the courses as a group.

The department expects every student to maintain an email address and have access to the World Wide Web while they are enrolled in our programs. The university has computing facilities that can be used by students to email or access the web.

ADMINISTRATIVE SERVICES CREDENTIAL

The Administrative Services Credential programs of the Department of Educational Leadership are approved by the California Commission on Teacher Credentialing. Because regulations governing these programs change, students should contact the department office for current information and requirements.

Preliminary Credential

The Preliminary Administrative Services Certificate/Credential is the "Tier I" administrative credential in California, requiring a total of 26-31 units of work (which may be incorporated into the master's degree program). Upon receipt of the Preliminary credential, one is eligible for employment as an administrator in California public schools. A Master's Degree is required for California State University to recommend a candidate for this credential.

Professional Credential

The Professional Administrative Services Credential is the "Tier II" administrative credential, requiring a total of 26 semester hours. Please note that holding a job as administrator and the Preliminary Credential are prerequisites to entry to the program for the Professional Credential. For Further Information, please contact the Department office (EC-531), phone 278-7673.

SCHOOL BUSINESS MANAGEMENT CERTIFICATE

This certificate is offered through Cal State Fullerton's University
Extended Education program. It provides a 25-unit specialization for
people who work in or want to move into the field of school business
management. Classes reflect general skills and specific functions of
school business management, capped by a practicum designed to
demonstrated what has been gained in classroom study. The instructors
are practitioners with successful experience as school business managers.

For further information on the program including program objectives, eligibility, and registration, please visit the University Extended Education website at http://www.csufextension.org or contact Pat Puleo at 714-278-4645, ppuleo@fullerton.edu.

MASTER OF SCIENCE IN EDUCATION (EDUCATIONAL ADMINISTRATION)

The principal objective of the curriculum is to prepare carefully selected individuals for leadership positions in public schools. The program is designed to help these individuals gain the technical knowledge and scholarship requisite to high achievement in these positions.

Application Deadlines

Applications need to be postmarked no later than March 1st for fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

NCATE-Approved Curriculum Guidelines for Advance Program in Educational Leadership 1995.

² California Professional Standards for Educational Leaders 2001.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate degree from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations" section of this catalog for complete statement and procedures). In addition, an applicant should have a successful teaching experience in an elementary or secondary school. (If such experience is not available, other experience in related fields is an alternative if approved by a graduate adviser before starting the program). A candidate portfolio is also required.

Graduate Standing: Classified

A student who meets the admission requirements and has a minimum 2.5 GPA in previous academic work may be granted classified graduate standing upon the development and approval of a study plan.

Study Plan

The study plan must include 30 units of course work. Course requirements include field experience and a project.

No more than nine units of postgraduate work taken prior to classified standing may be applied to a student's master's degree program.

The adviser-approved 30 units (minimum) on the study plan will include:

Core Course Work (8 units)

Ed Admin 503 Organizational Leadership (3)

Ed Admin 505 Curriculum, Instruction and Assessment (3)

Ed Admin 510 Research Design (3)

Concentration Course Work (20 units)

Ed Admin 561 Policy, Governance, Community Relations (3)

Ed Admin 563 Human Resource Administration (2)

Ed Admin 564 School Law and Regulatory Process (3)

Ed Admin 565 School Finance (3)

Ed Admin 566 Leadership in Public Schools (3)

Ed Admin 567 Fieldwork (1,1,1)

Ed Admin 593 Meeting the Needs of Diverse Populations (2)

Project (2 units)

Ed Admin 597 Project (1,1)

For advisement and further information, consult the graduate program adviser.

Cohort Order of Classes

Once students are admitted to the Tier VPreliminary Administrative Credential Program, they are required to take all of the courses in a prescribed order shown below.

FALL START	SPRING START	
Fall 593	Spring 593	
Fall 505	Spring 593	
Fall 567	Spring 567	
Spring 510*	Summer 561	
Spring 503	Summer 564	
Summer 564	Summer 597*	
Summer 561	Fall 510*	
Summer 597*	Fall 503	

Fall 563	Spring 563	
Fall 565	Spring 565	
Fall 567	Spring 567	
Spring 566	Summer 566	
Spring 567	Summer 567	
Spring 597*	Summer 597*	

^{*} may not be required of credential only students.

Prior approval is required from the cohort leader and department chair to change the order or timing of courses.

DOCTORATE OF EDUCATION (ED.D.)

Educational Leadership and Policy

As of catalog press-time, approval for this new doctorate program is still pending. The program will be jointly offered with the University of California, Irvine. For current information, please contact the Educational Leadership Department Chair, Dr. Louise Adler, ladler@fullerton.edu (714.278.7673).

General Components of the Degree

- The program is designed for professionals who are or will become educational leaders.
- The program will include current and/or revised requirements for the California Professional Administrative Services Credential (Tier II).
- The degree can be completed in three years.
- Research training will focus on data-driven decision-making and the utility of research methods for education leaders who must act to improve student learning.
- A master's degree in education or related field is required for admission.
- University of California admission standards including the GRE will be used.
- Courses will be scheduled during evenings, summers, and via distance modes.
- Classes will be taught by both University of California, Irvine and Cal State Fullerton faculty.
- Students will be charged the University of California rates for units.

EDUCATIONAL ADMINISTRATION COURSES

Courses are designated as EDAD in the class schedule.

Students who desire only isolated courses from the program are normally denied admission to such courses.

501 Collaborative Professional Portfolio Assessment of Competence for School Leaders (6) (Formerly 501A,B)

Prerequisite: one year of experience as a school administrator.

Comprehensive course for Professional Administrative Services (Tier II) credential candidates. Candidates will demonstrate mastery of fieldwork performance standards by preparing a professional portfolio of workembedded artifacts, evidences and documentation. A collaborative assessment process (student, university faculty, mentor, colleagues in the course) will establish the candidate's competency in each of the California Standards for Educational Leaders adopted by the California Commission on Teacher Credentialing. Successful completion of the course provides for university-approval and recommendation to the CCTC for the full and clear Professional Administrative Services Credential (Tier II).

503 Organizational Leadership (3)

Prerequisite: admission to Preliminary Credential and/or master's program. The focus of this class is on using organizational theory and leadership studies to understand schools and how to bring about change in schools. The course includes study of the organization, structure, and cultural context of schools and the study of techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of goals.

505 Curriculum, Instruction and Assessment (3)

Study of alternative designs for school curriculum, delivery and evaluation of instructional programs, current trends in supervision and assessment of student progress. Exploration of the works of major educational theorists and reviews of research. Study of the dynamics of curriculum change.

510 Research Design (3)

Prerequisite: admission to Preliminary Credential and/or master's program and a grade of "C" or better in Ed Admin 505. Introduces students to the major forms of both quantitative and qualitative research used in education. Students will learn how to select an appropriate research method and the characteristics of sound research. Stress will be placed on making reasoned judgments as consumers of research as well as selecting appropriate information collection strategies as school leaders.

537T Advanced Issues in School Leadership (1)

Prerequisite: Ed Admin 501A. This is a variable topic course for students in the professional Administrative Credential Program which deals with advanced issues emerging in the field of educational leadership. Course may be repeated for credit.

546 Leadership Through Communication (3)

Learn to identify key internal and external constituent groups, and optimal means of communication with them. Develop leadership skills in facilitating these groups' contributions to organizational success.

561 Policy, Governance, Community Relations (3)

Prerequisite: Ed Admin 503. In this course students study the factors which determine public policy with regard to education, the roles of the various levels of government in controlling public education, how to identify various interest group, and how to communicate effectively about school programs.

563 Human Resource Administration (2)

Prerequisite: Ed Admin 503. This course focuses on the importance and dimensions of human resource administration and the need to attract, retain, develop, and motivate school personnel in ways that enhance learning and professional development and that lead to positive and productive school settings. Includes study of collective bargaining and employee evaluation in public schools.

564 School Law and Regulatory Process (3)

Prerequisite: Ed Admin 503. This course reviews the federal, state and local educational laws, regulations and other policies that govern schools and the requirements that administrators act in accordance with these laws and regulations in ways that are ethically and legally defensible.

565 School Finance (3)

Prerequisite: Ed Admin 503. Course reviews effective management of fiscal resources and business services. The course covers the sources of income to public schools: federal, state, local, and private (including grants and foundations). It also reviews sound budgetary and business procedures for schools.

566 Leadership in Public Schools (3)

The course focuses on the leadership roles of principals, co-administrators, and supervisors in public schools. Content includes leadership, reflective practice, human relations, the administrator's role in group process, site based decision-making, school climate change agent roles, and planning models. Violence and school safety issues such as gangs will be studied.

567 Fieldwork (1) (Formerly 567 A,B,C)

Prerequisite: admission to credential and/or master's program.

Directed fieldwork in administrative areas in school.

593 Meeting the Needs of Diverse Populations (2)

Prerequisite: Ed Admin 503. The course examines effective administrative practices and leadership in working with teachers and students of differing gender or ethnicity or with disabilities so as to promote equal learning opportunities. The course includes study of diverse cultural patterns among families and appropriate mechanisms for involving all families in school programs.

597 Project (1-2)

Prerequisites: Ed Admin 510. Individual research on a graduate project, with conferences with a faculty adviser, culminating in a project.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor. Independent inquiry for qualified students

SCHOOL OF EDUCATION ASSOCIATE DEAN (ACTING)

L.Y. (Mickey) Hollis

DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION

DEPARTMENT CHAIR

Carmen Zuniga Dunlap

DEPARTMENT OFFICE

Education Classroom Building 190

DEPARTMENT WEBSITE

hdcs.fullerton.edu/ElEd/Intro.html

PROGRAMS OFFERED

Master of Science in Education

Concentrations:

Bilingual/Bicultural (Spanish-English)

Educational Technology

Elementary Curriculum and

Instruction

Reading

Basic Teacher Credential Programs

Professional Teacher Preparation
Program for the Multiple Subject
Credential

Professional Teacher Preparation
Program for the Multiple Subject

Credential with Bilingual Cross Cultural and Academic Development (BCLAD) Emphasis.

FACULTY

Carol Barnes, Donna Bennett, Abbie Brown, Kim Case, Amy Cox-Peterson, Teresa Crawford, Mildred Donoghue, Carmen Zuniga Dunlap, Barb Finnell, Susana Flores, Ana Garza-Dargatz, Earl Gotts, Tim Green, Andrea Guilluame, Laurie Hansen, Karen Ivers, Gale Kahn, Patricia Keig, Lisa Kirtman, Carol Lionello, Christine Mayfield, Kathy Murphy, Kim Norman, Terri Patchen, Nawang Phuntsog, Kristine Quinn, Chris Renne, Beth Schipper, Brenda Spencer, Christine Valenciana, Evelyn Weisman, Ruth Yopp-Edwards, Hallie Yopp Slowik

Awards in Education

Outstanding Graduate Student Emma H. Holmes Mathematics Award Bernard Kravitz Multicultural Project Award Outstanding Curriculum Project Edwin Carr Fellowship

Application Deadlines

University applications to credential programs or master's program need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines maybe changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/

THE PROFESSIONAL TEACHER PREPARATION PROGRAM FOR THE MULTIPLE SUBJECT (ELEMENTARY) CREDENTIAL PROGRAM

The Professional Teacher Preparation Program for the Multiple Subject (Elementary)

Credential prepares individuals to teach in self-contained classrooms at the elementary or middle school level where multiple subjects are taught. Candidates may select either a two or three-semester credential program sequence, or a three-semester sequence that can include teaching on an internship credential. The Department also offers two Bilingual Crosscultural and Academic Development (BCLAD) Emphasis options - the Asian BCLAD and the Spanish BCLAD. Applicants to the credential program must either hold a bachelor's degree or have completed the major, including a minimum of 80% of the Multiple Subject Matter Preparation Program (MSMPP) or have passed the California Subject Examinations for Teachers (CSET).

Freshman may opt to simultaneously pursue an undergraduate major and a teaching credential through the Blended Teacher Education Program, which leads to a Multiple Subject Credential or to a basic Education Specialist Credential. The section on Credentials in this catalog contains more information on the Blended Teacher Education Program.

California law requires an academic major; there is no major in education. Students who opt for the Blended Teacher Education Program select a Liberal Studies or Child and Adolescent Studies major. Students who opt for the fifth-year Multiple Subject Credential Program devote their first three or four years of work to completing requirements for the baccalaureate degree with an academic major, and possibly requirements for the Multiple Subject Matter Preparation Program (discussed later). Majors in the social sciences, humanities, or natural sciences provide excellent background for careers in elementary school teaching. Individuals interested in working as bilingual teachers may consider a major in a non-English language. Students are encouraged to attend a program overview during the junior and senior year. Overview schedules may be obtained through the Office of Admissions to Teacher Education. Applications for admission to BTEP are processed through the Center for Careers in Teaching in Humanities 113 or by phone at (714) 278-7130.

Two-Semester Program Sequence

The Multiple Subject Credential Program two-semester sequence is as follows:

First Semester

Ed El 430A Foundations in Elementary School Teaching (3)

Ed El 430B Curriculum and Instruction in Elementary School

Ed El 430C Supervised Fieldwork in Elementary Teacher Education (2)

Ed El 433 Language Arts and Reading Instruction in the Public Schools (3)

Ed El 434 Methods and Inquiry for Teaching English Learners (2)

Ed El 439A Student Teaching in the Elementary School (5)

Ed El 439B Seminar in Elementary Student Teaching (Visual and Performing Arts) (1)

Second Semester

Ed El 429 Integrated Curriculum and Instruction in the Elementary School (3)

Ed El 430B Curriculum and Instruction in Elementary School
Teaching (Math, Science, Social Studies) (4)

Ed El 439A Student Teaching in the Elementary School (9)

Ed El 439B Seminar in Elementary Student Teaching Current Issues, Mainstreaming Health and Physical Education (4)

Three-Semester Credential Program Sequence

A three-semester program is also available. This sequence is designed for individuals who wish to take classes during evenings and Saturdays,



with limited though required daytime involvement in elementary schools. Student teaching requires a full daytime commitment.

First Semester

Ed El 430A

Foundations in Elementary School Teaching (3)

Ed El 430B Curriculum and Instruction in Elementary School Teaching (Math, Science, Social Studies) (2)

Ed El 430C Supervised Fieldwork in Elementary Teacher Education (1)

Ed El 433 Language Arts and Reading Instruction in the Public Schools (3)

Ed El 439A Student Teaching in the Elementary School (for interns) (5)

Ed El 446 Methods and Inquiry for BCLAD Candidates (BCLAD only) (3)

Second Semester

Ed El 429 Integrated Curriculum and Instruction in the Elementary School (3)

Ed El 434 Methods and Inquiry for Teaching English Learners (2)

Ed El 439B Seminar in Elementary Student Teaching (Current Issues and Visual and Performing Arts) (2)

Ed El 439A Student Teaching in Elementary School (4-9)

Ed El 430C Supervised Fieldwork in Elementary Teacher Education (1)

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Ed El 430B Curriculum and Instruction in Elementary School-Teaching (Math, Science, Social Studies) (4)

Ed El 439A Student Teaching in the Elementary School (5-9)

Ed El 439B Seminar in Elementary Student Teaching (Mainstreaming, Health and Physical Education) (2)

Three-Semester Internship Program

The three-semester Intern Credential Programs for Multiple Subject and Multiple Subject BCLAD credentials are three-semester programs to which candidates may apply while completing the first semester of the regular credential preparation program. Admission is contingent on approved full-time employment with a participating district, superior standing in first-semester coursework and student teaching, and recommendations from University and district personnel. The remaining two semesters involve paid teaching internship positions and University coursework. Additionally, some opportunities may arise for candidates in the three-semester non-internship program to pursue internship status. Questions may be directed to the Intern Coordinator. Information about these programs is available in the Office of Admission to Teacher Education.

Both the two-and three-semester credential programs require substantial time commitments. The three-semester credential program requires evening course work and may require Saturday course work.

Admission Procedures and Criteria

Admission to the University does not include admission to the Multiple Subject Credential Program. Students must apply for admission to the Multiple Subject Credential Program the semester prior to anticipated enrollment in the program. Filing deadlines are February 28 (to begin the program the following fall) and September 30 (to begin the program the following spring).

Applicants for admission into the Multiple Subject Credential
Program are evaluated according to many criteria. These include mbA
scholarship, breadth of understanding, professional aptitude, physical
and mental fitness, fundamental skills, and character. Evidence related
to these criteria is submitted at time of application and include the
following:

- 1. Overall grade point average of greater than 2.67, or a grade point average of 2.75 for the last 60 units.
- Prior to student teaching: completion of at least 80% of an approved subject matter program (Multiple Subject Matter Preparation Program) or passage of the PRAXIS Multiple Subject Assessment for Teachers (MSAT) or California Subject Examination for Teachers (CSET). Information regarding the Multiple Subject Matter Preparation Program is available from the Center for Careers in Teaching (714-278-7130) located in Humanities 113.
- Completion of the California Basic Education Skills Test (CBEST) and passage of the written portion of this test.
- 4. Satisfactory completion of prerequisite courses:
- a. Child/Adolescent Studies 312. Human Growth and elaphroping Development (3)

OR

- b. Child/Adolescent Studies 325A Conception Through age 8 (3), AND
 Child/Adolescent Studies 325B Age 9 Through Adolescence (3)
- c. Psych 361 Developmental Psychology (3).
- d. Ed El 315A (2) and Ed El 315B (1) Introduction to Elementary

 Classroom Teaching" Lecture and Fieldwork
- e. Ed El 425 (3) Cultural Pluralism in Elementary Schools
- Recommendations from academic faculty, school personnel, and/or other appropriate persons.
- 6. Autobiography.
- 7. Interview with an Education Faculty member

Program faculty and staff also conduct informal assessments of applicants' suitability for teaching throughout prerequisite courses and the application process. Further evidence is provided subsequent to application when opportunity is provided for verification of tuberculosis screening and certificate of clearance which verifies the absence of a criminal record.

Details concerning admission procedures and criteria are available in the Office of Admission to Teacher Education.

Admissions to Teacher Education

Admission to the subsequent semesters of the program is based on continuous and satisfactory progress in the prior semester(s). CBEST must be passed prior to student teaching or intern teaching.

Bilingual Cross-cultural Language And Academic Development (BCLAD) Emphasis

A Multiple Subject Credential with a bilingual-bicultural (Spanish-English) emphasis or with an Asian language emphasis is available. Information about these programs is available in the Office of Admissions to Teacher Education.

Application for Teaching Credentials

Upon completion of a multiple subject credential program the credential candidate must submit an application to the Commission on Teacher Credentialing through the CSUF credential analyst and verify passage of the Reading Instruction Competence Assessment (RICA). The credential analyst is located in the Credential Preparation Center in College Park 740. Additional information on the credential application process is available in the Credential Preparation Center.

MASTER OF SCIENCE IN EDUCATION (BILINGUAL/BICULTURAL EDUCATION CONCENTRATION)

The program is designed to develop qualified bilingual/bicultural instructors (Spanish-English) who can work as classroom or resource teachers and staff developers. It will help individuals teach others how to provide experiences in the cultural heritage of the target population and develop specific teaching techniques and methods in teaching reading and English as a second language. The program will also help individuals to interpret and implement research related to bilingual/bicultural children. Individuals will become skilled in their abilities to diagnose learning needs for such students and to develop and implement sound educational strategies.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 mbg semester units attempted (see "Graduate Regulations" section for complete statement and procedures).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

- 1. The development of an approved study plan
- 2. A basic teaching credential or equivalent experience
- 3. An approved major (minimum of 24 units upper division or graduate)
- 4. A 2.5 grade-point average on previous academic and related work
- 5. Language competence (English and Spanish) as determined by satisfactory interviews or course work
- 6. Completion of Spanish 466

Credit will be given for previous postbaccalaureate studies when possible. Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 500 Bilingual Multicultural Curriculum (3)

Ed El 511 Survey of Educational Research (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Required Teacher Education Course (3 units)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Course Work Outside Bilingual-Bicultural Education (12 units)

Chicano 450 The Chicano and Temporary Issues (3)

Chicano 480 The Immigrant and the Chicano (3)

One of the following:

For Lang 509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

For Lang 510 Advanced Principles of TESOL: Reading/ Writing Focus (3)

One of the following:

For Lang Ed 527 Second Language Acquisition (3)

For Lang Ed 595 Curriculum and Program Design for TESOL (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following: Statistical to the following which which

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3) Asset Janous audit la venue 112 13 15

OR Ed El 598 Thesis (3) The state of the sta

For further information consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION (EDUCATIONAL TECHNOLOGY CONCENTRATION)

The Concentration in Educational Technology within the Master of Science in Education is designed to (1) help classroom teachers upgrade their skills and knowledge about new educational technologies and their role in the classroom and (2) prepare teachers for technology leadership roles in public and private schools.

Admission to Graduate Standing: Conditionally Classified

University and department admissions requirements include:

- Baccalaureate from an accredited institution
- 2. Grade-point average of at least 2.5 in the last 60 semester units attempted
- 3. A basic teaching credential or equivalent experience
- 4. An approved major (minimum of 24 units upper-division or graduate)
- 2.5 grade-point average on previous academic and related work.
 Credit will be given for previous post-baccalaureate studies when possible.

Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Graduate Standing: Classified

Classified standing will be granted when all admissions deficiencies or prerequisites have been met and a study plan developed.

Study Plan

Core Classes (9 units)

Ed El 511 Survey of Educational Research (3) [meets writing requirement]

Ed El 529 Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Concentration Courses (18 units)

Ed El 419 Advanced Technologies (3)

Ed El 515 Problem Solving Including Logo (3)

Ed El 518A Issues in Instructional Design of Classroom Software (3)

Ed El 518B Multimedia Development and Instruction in the Classroom (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

Culminating Experience (3 units) 1 and 11 and 12 and 13 and 14 and 15 and 16 an

One of the following:

Ed El 594 Research Seminar Including Project (3)

OR Ed El 597 Project (3) Estadologo Bris Reproductiva 1 42 El ha

OR Ed El 598 Thesis (3) no passant (6) nonsoub 1 knushusi8

MASTER OF SCIENCE IN EDUCATION (ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION)

The program is designed to help career classroom teachers upgrade their skills, become informed about new ideas in elementary teaching, and prepare for curriculum and instructional leadership in one or more of the following areas: elementary classroom teaching, computer education, meeting the needs of diverse learners, early childhood education, and staff development in public and private schools. Students may follow the study plan outlined below for the concentration in Elementary Curriculum and Instruction or they may elect to specialize in one of five emphasis areas: Computer Education, Diversity, Early Childhood Education, Professional Inquiry and Practice, and Staff Development.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations" for complete statement and procedures).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan: a basic teaching credential or equivalent experience, and an approved major (minimum of 24 units upper-division or graduate), a 2.5 grade-point average on previous academic and related work. Credit will be given for previous post-baccalaureate studies when possible. Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3) MOO MI SHRAMSHIES

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Concentration (12 units)

Six units from following instruction-focused courses:

Ed El 492A,B Gender Issues in Math and Science (2,1)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 521 The Study of Teaching (3)

Ed El 527 Graduate Seminar in Developmental Psychology: The Human from Conception Through Eight Years (3)

Ed El 528 Reading/Language Arts in the Early Childhood Curriculum (3)

Ed El 538 Graduate Studies: Early Childhood Education (3)

Ed El 539 Clinical Supervision: Analyzing Effective Teaching (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Ed El 548 Social Studies, Science, and Math in Early Childhood Education (3)

Ed El 551 Assessment Across the Curriculum (3)

Ed El 552 Family, Community, and Professional Partnership (3)

Ed El 553 Models of Teaching (3)

Six units from the following curriculum-focused courses:

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Electives (6 units)

Electives are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Graduate Project (3)

OR Ed El 598 Thesis (3)

For further information, consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN COMPUTER EDUCATION)

This emphasis has been designed to provide elementary school teachers with a broad understanding of the applications of computers in the elementary school classroom. Competencies will enable participants to become computer curriculum specialists who will guide the integration of computers into the elementary school curriculum, their uses in instruction, and their applications in instructionally related activities.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified and classified standing are the same as those for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The study plan consists of 30 units of adviser-approved course work:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Computer Education Emphasis (12 units)

Ed El 419 Advanced Technology in Education (3)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

Curriculum-Focused Course Work (6 units)

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN DIVERSITY)

The Diversity emphasis is designed to help career classroom teachers become informed about appropriate curriculum and instruction for the diverse student population in the public schools in the state of California. It will help individuals to provide educational experiences and develop curriculum appropriate to linguistically and culturally diverse populations.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified and classified standing are the same as those for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

Core Course Work (9 units)

Ed El 500 Bilingual Multicultural Curriculum (3)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Diversity Emphasis Course Work (9 units)

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Ed El 542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Curriculum-Focused Course Work (15 units)

Two of the following:

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education:
Social Sciences (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN EARLY CHILDHOOD EDUCATION)

This emphasis is designed to meet the greater community and professional need for quality education during the critical early years of school. The educational demand for sound planning and instruction in preschool, kindergarten, and the primary grades has increased the need for effective specialists in Early Childhood Education.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Early Childhood Emphasis (9 units)

Ed El 528 Reading/Language Arts in the Early Childhood Curriculum (3)

Ed El 538 Graduate Studies: Early Childhood Education (3)

Ed El 548 Social Sciences, Science, and Math in Early Childhood Education (3)

Curriculum-Focused Course Work (6 units)

Two of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

For further information, consult the graduate program adviser.

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN PROFESSIONAL INQUIRY AND PRACTICE)

The Professional Inquiry and Practice emphasis is designed to help career classroom teachers become informed about appropriate curriculum and instruction for students in the public schools of California. They will develop reflective and analytical thinking and initiate cycles of goal setting, professional practice, and reflection. The base of skills and knowledge will support their growing involvement in school reform including systematic reforms. Courses in this emphasis provide a foundation for teachers who wish to prepare for certification by the National Board for Professional Standards.

Admission to Gradate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

Core Courses (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

One of the following:

Ed El 536 Curriculum Theory and Development (3)

Ed El 500 Bilingual Multicultural Curriculum (3)

Emphasis Courses (9 units)

Ed El 521 The Study of Teaching (3)

Ed El 551 Assessment Across the Curriculum (3)

Ed El 552 Family, Community, and Professional Partnerships (3)

Curriculum Course (3 units)

One of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Language (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Electives (6 adviser-approved units)

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Project (3)

OR Ed El 597 Graduate Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION ELEMENTARY CURRICULUM AND INSTRUCTION CONCENTRATION (EMPHASIS IN STAFF DEVELOPMENT)

This program is designed to enable educators to assume leadership roles in staff development in school districts. The sequence of courses is also designed to help teacher leaders and master teachers to understand contemporary trends and research findings in elementary curriculum and instruction.

Admission to Graduate Standing: Conditionally Classified/Classified

The requirements for admission to conditionally classified or classified standing are the same as for the M.S. in Education concentration in Elementary Curriculum and Instruction.

Study Plan

The adviser-approved 30 units (minimum) on the study plan will include the following:

Core Course Work (9 units)

Ed El 511 Survey of Educational Research (3)

Ed El 529 Graduate Studies: Learning Theory for Classroom Use (3)

Ed El 536 Curriculum Theory and Development (3)

Course Work in Staff Development Emphasis (9 units)

Ed El 521 The Study of Teaching (3)

Ed El 539 Clinical Supervision: Analyzing Effective Teaching (3)

Ed El 553 Models of Teaching (3)

Curriculum-Focused Course Work (6 units)

Two of the following:

Ed El 530 Graduate Studies in Elementary Education: Second Languages (3)

Ed El 531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Ed El 532 Graduate Studies in Elementary Education: Mathematics (3)

Ed El 533 Graduate Studies in Elementary Education: Science (3)

Ed El 534 Graduate Studies in Elementary Education: Social Studies (3)

Ed El 535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Ed El 537 Graduate Studies: Current Issues and Problems (3)

Ed El 571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Elective (3 units)

Elective units are chosen in consultation with and approved by the graduate adviser.

Culminating Experience (3 units)

One of the following:

Ed El 594 Research Seminar (3)

OR Ed El 597 Project (3)

OR Ed El 598 Thesis (3)

MASTER OF SCIENCE IN EDUCATION

Reading

Please refer to Reading Department section of this catalog.

COMPUTING CERTIFICATE FOR ELEMENTARY SCHOOL TEACHERS

The purpose of this certificate program is to provide participants with a broad understanding of the applications of microcomputers in the elementary school classroom and the instructionally related tasks in the public schools. The certificate program is designed to provide the needed competencies for participants to become curriculum specialists who will guide the integration of computers into the elementary school curriculum, their uses in instruction, and their applications in instructionally related activities at the elementary school. This certificate requires 12 units.

Required Courses (12 units)

Ed El 419 Advance Technologies in Education (3)

Ed El 515 Problem Solving Strategies Including Logo (3)

Ed El 522 Web Design and Instruction (3)

Ed El 590 Practicum: Elementary School Teachers and Computers (3)

For further information, consult the Elementary Education graduate program adviser.

ELEMENTARY AND BILINGUAL EDUCATION COURSES

Courses are designated EDEL in the class schedule.

110 Explorations in Education (2-3)

(Same as Ed Sec 110)

315A Introduction to Elementary Classroom Teaching: Lecture (2)

An exploratory course required for students considering careers in elementary school teaching. Includes on campus seminars and overview of admission requirements for the Multiple Subject Credential Program. Must be taken concurrently with 315B. Must be taken Credit/ No Credit. A "B" or better is required to receive a grade of credit.

315B Introduction to Elementary Classroom Teaching: Fieldwork (1)

An exploratory field assignment consisting of 45 hours as a volunteer aide in a public, K-6, elementary classroom where all subject areas are taught. Requires a journal and evaluation by the classroom teacher. Must be taken concurrently with 315A. Must be taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

419 Advanced Technologies in Education (3) (Formerly 519)

Prerequisite: Teaching Credential. Theoretical basis and strategies for improving teaching of elementary students through use of multimedia technologies. Emphasis on HyperStudio, telecommunications and other digital media. Meets Level II (Induction) technology requirement.

425 Cultural Pluralism in Elementary Schools (3)

Culture and cultural pluralism in elementary schools. Topics: Examination of one's own beliefs and values, classroom practices and materials that promote equity, strategies for learning about students, history/traditions of cultural groups, and assessment of multicultural education programs. Fieldwork required.

429 Integrated Curriculum and Instruction in the Elementary School (3)

Prerequisite: admission to second semester of Multiple Subject Credential Program. Additional study of elementary curriculum with emphasis on language arts, integrated instruction across the curriculum, and assessment of learning outcomes. Must be taken Credit/ No Credit. A "B" or better is required to receive a grade of credit.

430A Foundations in Elementary School Teaching (3)

Prerequisite: admission to Multiple Subject Credential Program. A focus on the curriculum of the elementary school, instructional planning, principles of effective teaching, generic instructional strategies, classroom management, and legal issues in education. To be taken concurrently with Ed Elm 430B, C and 433. Must be taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

430B Curriculum and Instruction in Elementary School Teaching (Math, Science, Social Studies) (1-6)

Prerequisite: admission to Multiple Subject Credential Program.

An emphasis on instructional materials, learning styles, inquiry, concept learning, problem solving, direct instruction applied to the teaching of math, science, and social studies. Must be taken Credit/
No Credit. A "B" or better is required to receive a grade of credit.

430C Supervised Fieldwork in Elementary Teacher Education (1-2)

Prerequisite: admission to Multiple Subject Credential Program.

Co-requisites: other credential courses such as Ed El 429, 430A,B, and 433. Students will serve as teacher participants in an assigned elementary school classroom. Must be taken Credit/No Credit.

A "B" or better is required to receive a grade of credit.

431 Curriculum and Instruction for Diverse Populations in Elementary Schools I (1)

Prerequisite: earned Multiple Subject Credential. Effective integration of curriculum and instruction relating to linguistic and cultural diversity in elementary school students. CLAD certificate requirement.

432 Curriculum and Instruction for Diverse Populations in Elementary Schools II (2)

Prerequisites: Ed El 431 and earned Multiple Subject Credential. Effective integration of curriculum and instruction relating to linguistic and cultural diversity in elementary school students. CLAD certificate requirement.

433 Language Arts and Reading Instruction in the Public Schools (3)

Prerequisite: admission to Multiple Subject Credential Program. An overview of principles of reading instruction, elements of the language arts program including literature-based reading, content area reading, the role of phonics, emergent literacy, and diagnosis of reading problems. Must be taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

434 Methods and Inquiry for Teaching English Learners (2)

Prerequisite: admission to Multiple Subject Credential Program. Theoretical foundations, legal issues, and school programs for the education of English learners. Assessment, materials, methods and strategies for English language development and learning across the curriculum for elementary school English learners. Must betaken Credit/No Credit. A "B" or better is required to receive a grade of Credit

439A Student Teaching in the Elementary School (5-14)

Pre- or co-requisites: Ed El 430A,B,C, 433 and admission to student teaching. Co-requisite: Ed Elm 439B. Participation in a regular elementary school teaching program for the full school day. Must be taken Credit/ No Credit. A "B" or better is required to receive a grade of credit.

439B Seminar in Elementary Student Teaching (4)

Prerequisites: Ed El 430A,B,C, 433 and admission to student teaching. Co-requisite: Ed Elm 439A. Seminar in problems and procedures of elementary school teaching. Must be taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

439C Intern Teaching in the Elementary School (3)

Prerequisites: Ed El 430A,B,C, 433, and completion of the first two semesters of intern teaching program. Admission only with consent of instructor. Participation in a regular elementary school teaching program for the full school day, as an intern teacher. Must be taken credit/no credit. A "B" or better is required to receive a grade of credit.

446 Methods and Inquiry for BCLAD Candidates (3)

Prerequisite: admission to Multiple Subject Program with BCLAD Emphasis. This course prepares Multiple Subject candidates for teaching Spanish-speaking elementary students. Emphasis includes reading instruction methods, materials and assessment, equity issues, and elements and considerations of culture that promote effective instruction for Spanish-speaking elementary students.

448 Methods and Inquiry for Vietnamese BCLAD Candidates (3)

Prerequisite: Admission to Multiple Subject Credential Program with BCLAD emphasis (Vietnamese). Course focuses on equity issues, curriculum and instruction for Vietnamese speaking elementary students.

492A Gender Issues in Math and Science Teaching and Learning (2)

Prerequisites: Ed El 315A,B and senior or graduate standing. Explores educational and cultural barriers and avenues to the success of girls in science and mathematics, development of curricula and instructional methods to address these issues.

492B Gender Issues in Math and Science Education: Practicum (1)

Prerequisite: Ed El 315A,B. Co-requisite: Ed El 492A. Educational and cultural barriers/avenues to girls' success in science and mathematics; implementation of curricula and instructional methods. 20 hours teaching required. If taken Credit/No Credit, a "B" or better is required for credit.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, consent of instructor prior to registration. Individual investigation under supervision of a faculty member. Only students of demonstrated capability and maturity will be approved. May be repeated for credit.

500 Bilingual Multicultural Curriculum (3)

Prerequisite: teaching credential or consent of instructor. Seminar: the multicultural school curriculum including forces operating on the curriculum and the participants involved in curriculum building. Modification of the curriculum to reflect multicultural contexts.

511 Survey of Educational Research (3) Survey of Educational Research

Prerequisite: teaching credential or consent of instructor. Descriptive statistics and statistical inferences in educational research. Representative research papers. Principles of research design. Prepare papers using research findings.

515 Problem Solving Strategies Including Logo (3)

Prerequisites: Ed El 419 and teaching credential. Strategies for using logo graphics, words and lists, and other microcomputer problemsolving applications with elementary school children. Design and use of micro-worlds to facilitate children's development of problemsolving skills.

518A Issues in Instructional Design of School Software (3)

Prerequisite: Ed Elm 419. This course focuses on issues related to the instructional design of courseware designed specifically for activities classroom students. Topics include learning principles, learner characteristics, instructional strategies, screen design, response analysis, feedback, and interactivity.

518B Multimedia Development and Instruction in the Classroom (3)

Prerequisite: Ed Elm 518A. This course focuses the application and instruction of computer-based instructional design principles in the development for classroom software and multimedia projects. Topics include planning and assessment, design principles, and development of tools.

521 The Study of Teaching (3)

Prerequisite: Ed El 511 and teaching credential or permission of instructor. A systematic study of the teaching process. Examination of the research methodology used to analyze teaching, the current knowledge of the association between teaching processes and student learning, and the implications of the research for the classroom.

522 Web Design and Instruction (3)

Prerequisite: Ed Elm 419. Design, development, ad implementation of Web pages and sites for instructional purposes. Emphasis placed in the issues surrounding using the World Wide Web for instruction.

527 Graduate Seminar in Developmental Psychology: The Human from Conception Through Eight Years (3)

Prerequisites: teaching credential or consent of instructor. The physical, social, cognitive-intellectual, and emotional development of individuals from conception to middle childhood. Current problems, theories and research.

528 Reading/Language Arts in the Early Childhood Curriculum (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, curriculum developments and materials, and current instructional strategies for promoting emergent literacy in children.

529 Graduate Studies: Learning Theory for Classroom Use (3)

Prerequisite: teaching credential or consent of instructor. Major theoretical positions in planning and interpreting classroom practices. Educational research findings, implications for curriculum development and teaching practices.

530 Graduate Studies in Elementary Education: Second Languages (3)

Prerequisites: Ed El 431 and 432 and teaching credential, or consent of instructor. Seminar: significant research, curriculum developments and materials, and criteria for planning and improving second language programs including those for English as a second language.

531 Graduate Studies in Elementary Education: Integrated Language Arts (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, trends and problems in teaching the fundamental skills of communication; curriculum development and materials, and criteria for planning and improving integrated language arts programs.

532 Graduate Studies in Elementary Education: Mathematics (3)

Prerequisite: teaching credential or consent of instructor. Seminar: significant research, curricular developments and materials, criteria for planning and improving mathematics programs and instruction.

533 Graduate Studies in Elementary Education: Science (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research in elementary school science. The development of materials.

534 Graduate Studies in Elementary Education: Social Studies (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research developments and materials, criteria for planning and improving social studies programs, and current techniques of teaching.

535 Graduate Studies in Elementary Education: Reading in the Language Arts Program (3)

Prerequisite: teaching credential or consent of instructor. Seminar: research developments and materials, criteria for planning and improving reading instruction in the integrated language arts programs, current instructional strategies, and the role of children's literature.

536 Curriculum Theory and Development (3)

Prerequisite: teaching credential or consent of instructor. Seminar: the school curriculum including the forces operating on the curriculum and the participants involved in curriculum building. The process of curriculum building.

537 Graduate Studies: Current Issues and Problems (3)

Prerequisite: teaching credential or consent of instructor. Problems and issues in elementary education, their causes and possible solutions.

538 Graduate Studies: Early Childhood Education (3)

Prerequisite: teaching credential or consent of instructor. Seminar: application of significant research in the education of young children. Current instructional strategies and criteria for planning and improving programs in early childhood education.

539 Clinical Supervision: Analyzing Effective Teaching (3)

Prerequisite: teaching credential or consent of instructor. A systematic, research-based approach. Identifies basic components needed by teachers, staff developers, and administrators to improve their instructional skills. Includes principles of learning applied to supervision and applied practice in analyzing the instructional process.

541 Psychological and Sociological Foundations of Bilingual-Bicultural Education (3)

Prerequisite: teaching credential or consent of instructor. Application of psychological and sociological theory related to teaching English learners; application of these disciplines for the development of emotionally and socially supportive learning environments.

542 Current Issues and Problems in Bilingual-Bicultural Education (3)

Prerequisite: teaching credential or consent of instructor. Problems and issues in the development and implementation of bilingual-bicultural education.

548 Social Studies, Science, and Math in Early Childhood Education (3)

Prerequisite: teaching credential or equivalent experience. This seminar investigates current curriculum standards and instructional options in social studies, science, and mathematics in early childhood education. Focus on content, process skills and literature connections.

551 Assessment Across the Curriculum (3)

Prerequisite: teaching credential or consent of instructor.

Improving student performance through assessment, self-assessment, and student goals setting; establishing congruence between purposes, audiences, and instruments used. Goals of the course include: design and selection of instruments including performance assessment, portfolio, observation, and personal communication forms for standards based assessment.

552 Family, Community and Professional Partnership (3)

Prerequisite: teaching credential or consent of instructor. Overview of community collaboration with service providers, business leaders, policy makers, and parents. Addresses diversity across families and importance of family interface with agencies and community. Stresses importance of partnerships with professional agencies concerned with education, youth, and children.

553 Models of Teaching (3)

Prerequisite: teaching credential or consent of instructor. Explores varied strategies of instruction, culminating in the identification and study of sixteen unique models. Examines relationships among theories of learning and instruction. Investigates various instructional alternatives.

571 Graduate Studies in Elementary Education: Science Education Practicum (3)

Prerequisite: Ed El 533 or consent of instructor. Strategies for effectively teaching and assessing science content knowledge, science process skills, and scientific attitudes in the elementary school; includes field assignments in elementary schools (1 unit - 4 hours per week); seminars (2 units - 2 hours per week). Principles of effective staff development in elementary science education.

590 Practicum: Elementary School Teachers and Computers (3) (Formerly 517)

Prerequisite: completion of all technology-related courses in the degree program or consent of instructor. Strategies for effectively using computers with elementary school children to improve learning; course includes field work assignments in elementary schools, and on-campus seminars.

594 Research Seminar (3)

Prerequisite: consent of instructor. The preparation, evaluation, development, and presentation of curriculum research proposals culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects, and research results.

597 Project (1-3)

Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor. Individual research with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: a teaching credential, one year of teaching experience, and consent of instructor. Independent inquiry.

DIVISION OF ENGINEERING

The Division of Engineering consists of the Departments of Civil and Environmental Engineering, Electrical Engineering, and Mechanical Engineering. Programs offered by the Division lead to the degrees of Bachelor of Science and Master of Science in the above disciplines; the three Bachelor of Science degree programs are nationally accredited by ABET, the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. Also offered are programs leading to the degrees of Bachelor of Science and Master of Science in Engineering with an Emphasis in Pharmaceutical Engineering or Option in Engineering Science, for which the student, working with an adviser, designs an appropriate interdisciplinary program.

CSUF is located in an industrial and highly technological region of Southern California. Drawing upon its professional expertise in many areas of engineering, the Division of Engineering serves as a distinctive resource and catalyst for partnership with public and private organizations in our region. Our nationally accredited undergraduate engineering programs offer a broad education in basic sciences, mathematics, and fundamental principles and practice of engineering. These are coupled with studies in social sciences, arts, humanities, and behavioral sciences due to their importance for an engineer's professional career.

DIVISION MISSION AND OBJECTIVES

Division Mission Statement

Consistent with the university's mission, learning is the first priority in the Division of Engineering

To implement its mission, the engineering programs at CSUF provide the best qualities of teaching, scholarship and professional practice. The Division's programs are committed to facilitate the education of both engineering undergraduate and graduate students for their entrance in, and significant contribution to the engineering profession. Our students are actively engaged and work in collaboration with faculty and staff to acquire and expand knowledge. The objectives for our mission are further elaborated under "Division Educational Objectives."

Division Educational Objectives

The goals of the Division are as follows:

- 1. To provide the best of current practice, theory, research and intellectual study in the humanities to prepare students for challenging careers in engineering, strengthen relationships to their communities and contribute ethically and productively to society;
- 2. To educate students who, actively engage with faculty and staff, work in collaboration to acquire and expand knowledge;
- To provide service to the profession, the state of California, the country and to the worldwide development of engineering.

A critical focus of the education, research, and service programs within the Division of Engineering is to afford undergraduates of varying backgrounds and abilities every opportunity for achieving success in the engineering professions.

To achieve these goals, the faculty and students of the Division of Engineering, with input from other constituents, have established the following program educational objectives:

- 1. To prepare students for successful careers and lifelong learning;
- 2. To make students thoroughly proficient in methods of analysis, including the mathematical and computational skills appropriate for engineers to use when solving problems; and

DIVISION CHAIR

Jesa Kreiner

PROGRAMS OFFERED

Bachelor of Science in Civil Engineering Emphasis in Architectural Engineering Bachelor of Science in Electrical Engineering Bachelor of Science in Engineering

> Option in Engineering Science Emphasis in Pharmaceutical Engineering

Bachelor of Science in Mechanical Engineering

> Emphasis in Manufacturing Engineering

Master of Science in Civil Engineering

Concentration in Environmental

Engineering

Master of Science in Electrical Engineering Option in Systems Engineering

Master of Science in Engineering
Option in Engineering Science

Master of Science in Mechanical Engineering

- To develop the skills pertinent to the design process, including the students' ability to formulate problems, to think creatively, to communicate effectively, to synthesize information, and to work collaboratively;
- 4. To teach students to use current experimental and data analysis techniques for engineering application; and
- To instill in our students an understanding of their professional and ethical responsibilities.

Actual program education objectives for various disciplines such as Civil and Environmental Engineering, Electrical Engineering and Mechanical Engineering are decided by the respective departments to match their program outcomes.

2 + 2 Articulated Programs with Community Colleges

The Division of Engineering has developed 2+2 years articulation agreements with community colleges to provide students seamless transfer to the CSUF engineering program of their choice. This allows the full-time students, taking the courses specified by the engineering department each semester, to graduate in two years following transfer to CSUF.

INTRODUCTION

The undergraduate engineering programs have a broad base of science, mathematics, social sciences, humanities and engineering topics (which include engineering science and engineering design courses). Students are thus prepared to enter directly into engineering practice or to continue further education at the graduate level. The Bachelor of Science degrees in Civil, Electrical, and Mechanical Engineering are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

High School Preparation

The entering high school student should have a preparation which includes two years of algebra, geometry, trigonometry, and one year of physics or chemistry. Students deficient in mathematics or chemistry must take special preparatory courses, i.e., Mathematics 125 and Chemistry 115, which will not carry credit for the major. (See Mathematics Section for Entry Level Mathematics test and Math-Science Qualifying Examination requirements.)

Transfer Students

A transfer student shall complete a minimum of 30 units in residence of which at least 15 units shall be taken in upper-division engineering courses. Work taken at another college or university on which a grade of "D" was earned may not be substituted for upper-division courses.

BACHELOR'S DEGREES IN ENGINEERING

The undergraduate program requirements in engineering are comprised of four major segments. The first three segments are common to all four engineering programs, i.e., Civil Engineering, Electrical Engineering, Mechanical Engineering and the Engineering Science Option as well as the Architectural Engineering Emphasis within the Civil Engineering degree and the Manufacturing Engineering Emphasis within the Mechanical Engineering degree.

The first segment consists of foundation courses in mathematics and the physical sciences (33 units for Electrical Engineering, 32 units for Civil Engineering, and 30 units for Mechanical Engineering, 35 for Pharmaceutical Engineering). The second segment consists of 24 units of engineering core courses. The third segment contains 33 units of

general education courses in the arts, humanities, social sciences, biological sciences and other related areas.

The fourth segment contains a sequence of courses in one of the four programs which includes a combination of required courses and adviser-approved technical elective courses. The number of units in this segment is not the same for each of the four engineering programs but varies from 45 to 50 units. Students must meet with their academic adviser to prepare an approved study plan of technical elective courses prior to taking such courses. Undergraduate students are required to meet with their academic adviser every semester during the first year and at least once a year thereafter. Students are strongly encouraged to see their academic advisers frequently.

All courses taken in fulfillment of the requirements for the bachelor's degrees in Engineering must be taken for a letter grade, i.e., under grade Option 1. All mathematics and physical science courses required for the degree must be completed with at least a "C" grade to count as prerequisite courses or as credit towards the degree. Graduate courses are not open to undergraduate students without approval of the department head.

Mathematics and Science Courses

Mathematics 150A Calculus (4)

Mathematics 150B Calculus (4)

Mathematics 250A Multivariate Calculus (4)

Mathematics 250B Introduction to Linear Algebra and Differential Equations (4)

Chemistry 120A General Chemistry (5)

Physics 225, 225L Fundamental Physics: Mechanics and Lab (4)

Physics 226, 226L Fundamental Physics: Electricity and Magnetism and Lab (4)

Physics 227, 227L Fundamental Physics: Waves, Optics, and Modern Physics and Lab (4) (required in Electrical, and Engineering Science)

OR either Chemistry 125 (3) or Geological Sciences 376 (3) (required in Civil Engineering)

OR Physics 227 (1) (Required in Mechanical Engineering)

OR Biology 101 (3) and Chemistry 301A (3) (Pharmaceutical Engineering)

Engineering Core Courses

All undergraduate engineering students are required to complete the following 24 units of engineering core courses regardless of the particular program selected by the student.

EGME 102 Graphical Communications (3)

EGCE 201 Statics (3)

EGEE 203 Electric Circuits (3)

EGGN 205 Digital Computation (3)

EGCE 302 Dynamics (3)

EGME 304 Thermodynamics (3)

EGME 306A Unified Laboratory (1)

EGGN 308 Engineering Analysis (3)

EGGN 314 Engineering Economy (2)

General Education Courses

- I. Core competencies (9 units)
 - A. Oral Communication (3 units) HONR 101B, SPCOM 100 or SPCOM 102
 - B. Written Communication (3 units) (ENGL 101)
 - C. Critical Thinking (3 units) HONR 101A, PHIL 105, 106, PSYCH 110, READ 290 or SPCOM 235
- II. Historical and Cultural Foundations (9 units)
 - A. Development of Civilization (3 units HIST 110A or HIST 110B
 - B. American History, Institutions and Values
 - American History (3 units) AFRO 190, AMST 201, CHIC 190, HIST 180, 190 or HONR 201A
 - 2. Government (3 units) POLSC 100



Note: In order to meet the ABET accreditation requirement for depth in either Humanities or Social Sciences, at least two courses must be selected from the same department (one preferably a prerequisite to the other) from

the selection of courses in sections I.C, II.B.2, III.B.1, III.B.2, III.B.3. or III.C.2

INTERNSHIPS IN ENGINEERING

Internships for Engineering provide practical work experiences which integrate with and supplement the student's academic studies. Internship jobs are coordinated through the Center for Internships and Cooperative Education. In order to participate in this program, a student must register for EGGN 495 Professional Practice (1) foreach semester of internship participation.

ENGINEERING SCIENCE OPTION

The Engineering Science Option program is an interdisciplinary program designed for those students who are interested in a broad education in the basic concepts and principles of engineering, rather than an in-depth study in one particular engineering discipline such as civil, electrical or mechanical engineering. The Option provides a flexible interdisciplinary program in engineering with ample opportunity to develop a study plan which meets specific career goals. Courses can be selected from engineering, computer science, the physical sciences, mathematics and business to meet a special and specific engineering science objective.

Students who wish to be considered for an undergraduate or graduate engineering science program should meet with the Chair of the Division of Engineering. The Division Chair may serve as the academic adviser to the student or one or more advisers from the engineering, computer science, physical sciences, mathematics or the business faculties may be selected if appropriate.

Bachelor of Science in Engineering

Option in Engineering Science

The degree consists of 33 units of mathematics and physical science courses, 24 units of engineering core courses, 33 units of general

education courses and 45 units of adviser-approved elective courses for a total of 135 units. The adviser-approved electives must include a component of engineering design courses and engineering laboratory courses.

Master of Science in Engineering

Option in Engineering Science

The degree consists of 30 units of adviser-approved 400- and 500-level courses. At least half the units required for the degree must be graduate (500-level) courses. A segment of the 30 units must include a math-oriented course as well as EGGN 403 Computer Methods in Numerical Analysis (3).

PHARMACEUTICAL ENGINEERING EMPHASIS

Pharmaceutical Engineering is a new and an emerging field that incorporates multiple areas of science and engineering as well as innovative technological advances in pharmaceutical manufacturing. Students in this program will be introduced to the broad fundamentals of pharmaceutical engineering and manufacturing. They will learn about the manufacturing technologies for different drug dosage forms, industrial fermentation, sterilization and aseptic technology, validation and quality control, good manufacturing practice, and FDA regulations. Students choosing this program will learn about the emerging technologies in pharmaceutical manufacturing in order to meet the growing demand of the industry for pharmaceutical engineers.

Math and Science Courses (35 units)

Engineering Core Courses (24 units)

Required Courses (37 units)

EGEE 203L Electric Circuits Lab (1)

EGEE 245 Computer Logic and Architecture (3)

EGEE 303 Electronics (3)

EGEE 303L Electronics Lab (1)

EGEE 409 Introduction to Linear Systems (3)

EGME 306B Fluids and Thermal Lab (1)

EGME 333 Fluid Mechanics and Aerodynamics (3)

EGME 407 Heat Transfer (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGPH 201 Introduction to Pharmaceutical Engineering (3)

EGPH 320 Pharmaceutical Dosage Forms and Drug Delivery Systems (3)

EGPH 420 Pharmaceutical Utilities, Safety and Environment (3)

EGPH 484 Pharmaceutical Engineering Lab (2)

EGGN 495 Professional Practice (1 unit each semester)

EGPH 497 Design Project (3)

Elective Courses (6 units)

Students choose six units from the following list of courses. Additional elective courses may be available. Please contact the Division of Engineering.

EGPH 401 Project Management for Pharmaceutical and General Engineering (3)

EGME 452 Fluid Machinery (3)

EGME 457L Intelligent Systems Lab (2)

GENERAL ENGINEERING COURSES

Courses are designated as EGGN in the class schedule.

General engineering courses are courses whose academic content is not specific for any of the engineering disciplines. The courses are not administered by any one particular department. General engineering courses are taught by faculty from all three of the engineering departments.

Although there is no degree program in general engineering, new students who do not select a specific engineering degree will be classified as a general engineering major. The Chair of the Division of Engineering serves as the academic adviser to all general engineering students. General engineering students should make every effort to declare a major in one of the four engineering programs after one or two semesters of coursework.

205 Digital Computation (3)

Prerequisite: college algebra or three years of high school mathematics including a second course in algebra. Computers and their numerical applications. Elementary FORTRAN programming language, digital computation methods in statistics and solving algebraic equations.

308 Engineering Analysis (3)

Prerequisites: Physics 226, Math 250B or equivalent. Fundamentals and engineering applications of Fourier series, Fourier transforms, Laplace transforms, complex analysis, vector analysis; engineering applications.

314 Engineering Economy (2)

Prerequisite: junior or senior standing in engineering. Development, evaluation and presentation of alternatives for engineering systems and projects using principles of engineering economy and cost benefit analysis.

350 Living and Working in Space (3)

Prerequisite: junior standing. History of space flight. Space travel in literature and films. Space pioneers. The Moon Race. Space tourism and space hotels. Colonization of Moon and Mars. Space art. Economic, social, psychological, technological and global issues in space habitats.

403 Computer Methods in Numerical Analysis (3)

Prerequisites: Math 250B and EGGN 205 or equivalent. The use of numerical methods and digital computers in the solution of algebraic, transcendental, simultaneous, ordinary and partial differential equations.

495 Professional Practice (1)

Prerequisite: junior or senior standing in engineering. Professional engineering work in industry or government. Written report required. May be repeated for credit. Applicable towards bachelor's degree programs. Not for credit in the graduate program.

PHARMACEUTICAL ENGINEERING COURSES

These courses are designated as EGPH in the class schedule.

201 Introduction to Pharmaceutical Engineering (3) (Formerly EG-GN 201)

Prerequisites: Biology 101, Chemistry 120A, Math 250A. Survey of major areas of pharmaceutical engineering. Overview of pharmaceutical engineering technologies in drug manufacturing and delivery systems, high purity water systems, sterilization, medical devices, process engineering and packaging and industrial fermentation. Process validation, FDA requirements and good manufacturing practices.

320 Pharmaceutical Dosage Forms and Drug Delivery Systems (3) (Formerly EG-GN 320)

Prerequisites: Biology 101, Chemistry 120A, and EG-PH 201.

Dosage form design. Peroral solids, injections and transdermal drug deigns. Products of biotechnology. New drug delivery systems.

Implantable vascular access devices. Closed-loop insulin delivery systems. Computerized drug delivery systems in cardiology and oncology. Validation of dosage process and equipment. GMP guidelines.

401 Project Management for Pharmaceutical and General Engineering (3) (Formerly EG-GN 401)

Prerequisite: EG-GN 314 Pharmaceutical and general engineering applications of project management. Engineering projects life cycle. Product and facility development process. Needs identification and proposal preparation. Planning and scheduling. Resource Considerations. Project implementation. Teamwork in a multi-cultural environment. International engineering codes and government regulations. Software applications. Case studies and term project.

420 Pharmaceutical Utilities, Safety and Environment (3) (Formerly EG-GN 420)

Prerequisites; EG-ME 333, EG-PH 201 and Chemistry 301A.

Reaction kinetics and reactor design. Industrial fermentation and bioreactor systems. Sterilization techniques. Cleaning and passivation. Design of HVAC systems. Clean room design. WFI systems; filtration, reverse osmosis and distillation. Pharmaceutical facilities, piping, maintenance, process safety, environmental impact and protection.

484 Pharmaceutical Engineering Lab (2) (Formerly EG-GN 484)

Prerequisites: EG-PH 320 and Chemistry 301A. Exploring current techniques in pharmaceutical manufacturing and monitoring.

Including water purification methods and WFI systems, steam sterilization, calibration of pharmaceutical devices, validation of pharmaceutical devices and procedures.

497 Design Project (3)

Prerequisite: consent of adviser and instructor. Directed independent design project.

INTRODUCTION

The civil engineering program at CSUF includes the fields of engineering mechanics and structural, geotechnical, hydraulic, environmental, construction, transportation, and architectural engineering. Modern civil engineering practices rely heavily upon computer-aided analysis and design. Students at CSUF use both microcomputers and the mainframe computer.

"Structural" engineers are designers of buildings, bridges, dams, power plants, offshore structures and many other kinds of systems. These engineers determine, usually by computer analysis, the forces that a structure must resist, the appropriate materials, and the possible structural types. Structural engineers usually work with a team that includes architects, mechanical and electrical engineers, contractors, and the owner of the project.

"Engineering Mechanics" courses offered in this department provide strong support for research, consulting and teaching in many fields of civil engineering.

"Geotechnical" engineers analyze the properties of soils and rocks that affect the behavior of structures. They evaluate the potential settlements of buildings, the stability of slopes and fills, and the effects of earthquakes. They take part in the design and construction of foundations, including those of offshore platforms, tunnels and dams.

"Hydraulic" engineers deal with all aspects of the physical control of water. They work to prevent floods, develop irrigation projects, design hydroelectric power systems, manage water resources, and predict water runoff.

"Architectural" engineering is a combination of the art of architecture and the science of engineering. The architect conceives of structures as an art form, and relies upon the structural engineer to translate his concepts of beauty into structural reality. The architectural engineer has the training to interact with both architects and engineers or to work on his own in designing structures that combine both strength and beauty.

"Construction engineering and management" is a wide ranging specialization that uses both technical and management skills to plan and build public and private projects and commercial developments.

"Environmental" engineers apply science and engineering principles to minimize the adverse effects of human activity on the environment. They typically deal with water and waste water treatment, air pollution control, solid and hazardous waste management, and groundwater/soil remediation. They also help draft regulations and enforce many federal and state laws to control damage to the environment.

"Transportation" engineers are concerned with the planning, design, and control of projects related to transportation of people and goods. They also help draft regulations and enforce many federal and state laws related to transportation.

The undergraduate engineering program is designed to impart knowledge of mathematics and natural sciences to students so that they learn to use the forces of nature and materials economically while maintaining engineering ethics and high professional standards.

One of the major objectives of this program is to provide design experience to the students gradually from the very beginning years until they graduate, through a variety of courses. During this time, they also learn about safety, reliability, ethics and socially sensitive problems.

The graduate engineering program is designed for specialization in the areas of structures, engineering mechanics, geotechnology, hydraulics, construction management, and environmental engineering.

DEPARTMENT HEAD

George Lin (Acting)

DEPARTMENT OFFICE

Engineering 100

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Civil Engineering

Emphasis in Architectural Engineering

Master of Science in Civil Engineering

Concentration in Environmental Engineering

FACULTY

Pinaki Chakrabarti, Jeff Kuo, George Lin, Mallela Prasada Rao, Chandrasekhar Putcha, Dindial Ramsamooj, Mufid Samara, Mahadeva Venkatesan

ADVISERS

Undergraduate adviser: Pinaki R. Chakrabarti

Graduate adviser:

Jeff Kuc

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Mathematics and Science Foundation Courses (32 units)
See information under "Division of Engineering" section.

Engineering Core Courses (24 units)

See information under "Division of Engineering" section.

Upper-Division Writing Requirement

In addition to the Examination in Writing Proficiency which is to be taken as soon as 60 units are completed, six units from the following courses are required and must be passed with a grade of C or better. The laboratory reports are graded on English composition as well as content.

EGME 306A Unified Laboratory (1)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 377 Civil Engineering Materials Lab (1)

EGCE 428L Engineering Hydraulics Lab (1)

EGCE 431L Advanced Structural Lab (1)

EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 465 Planning and Control of Engineering Construction Projects (3)

EGCE 468 Engineering Construction (3)

EGCE 490 Civil Engineering Professional Practice (1)

Required Courses in Civil Engineering (38 units)

EGEE 203L Electric Circuits Laboratory (1)

OR EGCE 206 Computer-Aided Architectural and Civil Engineering Drafting (1)

EGCE 214 Engineering Surveying (2)

EGCE 214L Engineering Surveying Laboratory (1)

EGCE 301 Mechanics of Materials (3)

EGCE 324 Soil Mechanics (3)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325 Structural Analysis (3)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 330 Computer Applications in Civil Engineering (3)

EGCE 377 Civil Engineering Materials Lab (1)

EGCE 408 Reinforced Concrete Design (3)

EGCE 418 Foundation Design (3)

EGCE 428 Engineering Hydraulics (3)

EGCE 428L Engineering Hydraulics Lab (1)

EGCE 430 Structural Steel Design (3)

EGCE 431L Advanced Structural Laboratory (1)

OR EGCE 463L Precast & Prestressed Concrete Design Lab (1)

EGCE 494 Design of Civil Engineering Structures (3)*

EGCE 494L Civil Engineering Structural Laboratory (1)*

EGCE 495 Civil Engineering Professional Practice (1)

*EGCE 494 and 494L must be taken together.

Technical Electives in Civil Engineering (8 units minimum)

Before enrolling in any elective course, approval of the adviser must be obtained. Technical electives must include EGCE 441 or 465 or 466 or 468.

EGCE 411 Structural Dynamics (3)

EGCE 431L Advanced Structural Laboratory (1)

OR EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 432 Computer-Aided Design in Structural Engineering (3)

EGCE 435 Design of Hydraulic Structures (3)

EGCE 436 Engineering Hydrology (3)

EGCE 441 Environmental Engineering (3)

EGCE 463 Precast and Prestressed Concrete Design (3)

EGCE 465 Planning and Control of Engineering Construction
Projects (3)

EGCE 466 Public Transit Systems Planning and Operations (3)

EGCE 468 Engineering Construction (3)

EGCE 493 Structural Systems for Buildings (3)

EGCE 497 Senior Projects (1-3)

EGCE 499 Independent Study (1-3)

ARCHITECTURAL ENGINEERING EMPHASIS

Mathematics and Science Courses (32 units)

Engineering Core Courses (24 units)

Required Civil Engineering Core (30 units)

EGEE 203L Electric Circuits Laboratory (1)

OR EGCE 206 Computer-Aided Architectural and Civil Management Engineering Drafting (1)

EGCE 214 Engineering Surveying (2)

EGCE 214L Engineering Surveying Laboratory (1)

EGCE 301 Mechanics of Materials (3)

EGCE 324 Soil Mechanics (3)

EGCE 324L Soil Mechanics Laboratory (1)

EGCE 325 Structural Analysis (3)

EGCE 325L Structural Analysis Laboratory (1)

EGCE 377 Civil Engineering Materials Laboratory (1)

EGCE 408 Reinforced Concrete Design (3)

EGCE 418 Foundation Design (3)

EGCE 430 Structural Steel Design (3)

EGCE 494 Design of Civil Engineering Structures (3)*

EGCE 494L Civil Engineering Structural Laboratory (1)*

EGCE 495 Civil Engineering Professional Practice (1)

*EGCE 494 and 494L must be taken together.

Core Courses for the Emphasis in Architectural Engineering (13 units)

EGCE 431L Advanced Structural Laboratory (1) 57 plant

OR EGCE 463L Precast and Prestressed Concrete Design Lab (1)

EGCE 432 Computer-Aided Design in Structural Engineering (3)

EGCE 441 Environmental Engineering (3)

EGCE 493 Structural Systems for Buildings (3)

OR EGCE 463 Precast and Prestressed Concrete Design (3)

EGCE 496 Architectural Design (3) 5 bris 8021 dis

Technical Electives for the Emphasis in Architectural Engineering (3 units)

EGCE 465 Planning and Control of Engineering Construction Projects (3)

EGCE 466 Public Transit Systems Planning and Operations (3)

EGCE 468 Engineering Construction (3)

MASTER OF SCIENCE IN CIVIL ENGINEERING

The Master of Science degree in Civil Engineering is intended to meet the needs of students who wish to prepare for careers in areas such as construction and project management, design and analysis of



complex systems (including structures such as tall buildings and bridges), environmental engineering, consulting, and research. This program also provides excellent preparation for doctoral studies.

The program provides advanced study within the area of civil engineering and allows students to elect coursework, with adviser approval, in the areas of structural engineering, hydraulics/

hydrology, geotechnical engineering, engineering mechanics, engineering management or environmental engineering.

Graduates from the M.S. program have obtained employment in various fields including manufacturing, construction, business, education, and government.

Admission Requirements ab emporers has published to similar 20 To qualify for admission to conditionally classified standing, applicants must meet the following university and departmental requirements:

- 1. Bachelor's degree from a regionally accredited institution.
- 2. Bachelor's degree in Civil Engineering from an institution accredited by the Accreditation Board for Engineering and Technology
- Minimum grade-point-average of 2.5 in the last 60 semester units.
- 4. Good standing at the last institution attended.

Students meeting the above requirements will be admitted to the graduate program in Civil Engineering and will be advanced to classified standing immediately after filing an adviser-approved study plan in the Civil and Environmental Engineering Department office.

Students not meeting the above requirements may be admitted at the discretion of the department head and will be required to take an additional six or more units of adviser-approved prerequisite coursework. The student must demonstrate potential for graduate study by earning a GPA of 3.0 or higher in these prerequisite courses.

Any student entering the Master of Science degree program without a B.S. in Civil Engineering will also be required to complete deficiency courses prior to beginning coursework for the master's degree.

Graduate and postbaccalaureate students who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

The Civil and Environmental Engineering Department does not require the Graduate Record Exam (GRE). Oligo 1996 of Transaction of Transaction

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at 1003 S http://www.fullerton.edu/graduate.

Classified Standing

Students meeting the following additional requirements will be advanced to classified standing and are eligible to take graduate courses for which they are qualified. They are gaples to be used to store

- 1. Completion of all deficiency work specified by the graduate adviser with a grade of B or better.
- 2. Development of an approved study plan. Before completing nine units at CSUF toward the M.S. degree, the student must meet with an adviser for preparation of a study plan which must be approved by the department head and Office of Graduate Studies.
- 3. Fulfillment of the university writing requirement prior to completing nine units at CSUF toward the M.S. degree. Students must demonstrate writing ability commensurate with the baccalaureate degree by successfully completing one of the following:
 - A. An upper-division writing requirement at any CSU campus.
 - B. An upper-division writing course from another university which is equivalent to a course satisfying the CSUF Upper-Division Writing Requirement. Equivalency must be certified by the department head.
 - C. Cal State Fullerton Examination in Writing Proficiency (EWP).
 - D. A CSUF upper-division or graduate-level course that is certified as meeting the writing requirement and is approved by the department head. The grade received must be a C or better.

Study Plan

The study plan consists of a minimum of 30 units of adviser-approved upper-division or graduate-level coursework which must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3) and an additional adviser-approved math-oriented course (3) OR six units adviser-approved electives (for those focusing on environmental and construction areas).

Concentration Courses (15 units)

A student is required to select a minimum of 15 units in Civil Engineering. These units may be 400-level (subject to approval by the department head) and 500-level courses and are selected according to the student's areas of interest. Coursework may focus on the following areas: Engineering Mechanics, Geo-technical Engineering, Hydraulics/ Hydrology, Structural Engineering, and Construction Engineering and Management. Students interested in Environmental Engineering should refer to the text following this section.

Other Courses (9 units)

Elective units should be taken in Civil Engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option

Subject to approval by the department head, students may select one of the following three options for final review by a department committee:

- 1. Oral comprehensive examination OR
- 2. EGCE 598 Thesis OR
- 3. EGCE 597 Project

Students enrolling in less than six units of Independent Study/Thesis/ Project will be required to take an oral comprehensive exam. Students enrolling in six units of thesis or project may defend their thesis or project instead of taking an oral comprehensive exam.

Advancement to Candidacy

Advancement to candidacy and completion of requirements for the degree include:

- 1. Filing a graduation check prior to the beginning of the final semester (deadlines are listed in the class schedule).
- Completion of study plan coursework with a minimum overall GPA of 3.0
- Successful completion of a comprehensive examination or oral defense of a thesis or project.
- Recommendation by the Civil and Environmental Engineering Department faculty and Office of Graduate Studies.

CONCENTRATION IN ENVIRONMENTAL ENGINEERING

Required Concentration Courses (15 units)

EGCE 481 Solid Waste Technology & Management (3)

EGCE 482 Liquid Waste Technology & Management (3)

Adviser-approved Environmental Engineering courses which may include Thesis, Project or Independent Study (9)

Electives (15 units)

Adviser-approved electives must include a minimum of six units in non-Environmental Engineering courses.

Students enrolling in less than six units of Independent
Study/Thesis/Project will be required to take an oral comprehensive
exam. Students enrolling in six units of thesis or project may defend
their thesis or project instead of taking an oral comprehensive exam.

CIVIL AND ENVIRONMENTAL ENGINEERING COURSES

Courses are designated as EGCE in the class schedule

201 Statics (3)

Prerequisites: Math 150B and Physics 225. Vectorial treatment of statics of particles and rigid bodies. Freebody diagrams. Applications to problems of equilibrium (two and three dimensions) of structural and mechanical force systems. Trusses, frames and machines. Friction problems. Centroids and moments of inertia. (CAN ENGR 8)

206 Computer-Aided Architectural and Civil Engineering Drafting (1)

Prerequsite: EGME 102. Architectural and civil engineering drawing with the aid of computer-aided drafting techniques; grading plans, engineering drawings (including standard structural, electrical and hydraulic details) of buildings, bridges, dams and civil engineering structures. Bill of Materials. (3 hours laboratory)

214 Engineering Surveying (2)

Co-requisite: EGCE 214L. Basis of plane surveying. Distance measure- ment using tapes and EDM. Levelling. Measurement of angles and directions. Traverse and topographic survey and computations. Applications in highway curves, construction surveys and land surveys. Principles of stadia.

214L Engineering Surveying Laboratory (1)

Co-requisite: EGCE 214. Field practice of measurement of distance, difference of elevation, and horizontal and vertical angles using tapes, EDM, automatic levels, theodolites and total stations. (3 hours laboratory)

301 Mechanics of Materials (3)

Prerequisites: Math 250A and EGCE 201. Stress and deformation analysis for axial load, torsion, flexure, and combined forces. Analysis of simple statically indeterminate structures. Deflection and stress analysis of beams. Stability of columns. Strain energy and ultimate resistance. Interactive relationships between analysis and design.

302 Dynamics (3)

Prerequisites: Math 250A and EGCE 201. Kinematics and kinetics of particles and rigid bodies, kinetics of rigid bodies in three dimension, Newton's laws, work and energy, impulse and momentum.

Solution of problems using vector approach.

305 Failure of Building and Structure due to Earthquakes and After Effects (3)

Prerequisites: Students must have completed one course from General Education category III.A.1 Math, or III.A.2 Natural Science. Geological aspects of earthquakes as they apply to building safety, introduction to earthquake-related problems and building damages cause by historic earthquakes. Discussion on destruction aspects of earthquakes, preparedness for large earthquakes and ho to protect structural and non-structural parts of buildings. (Same as GEOL 305)

324 Soil Mechanics (3)

Prerequisite: EGCE 301. Soil properties and soil action as related to problems encountered in engineering structures; consolidation, shear strength, stability and lateral earth pressures.

324L Soil Mechanics Laboratory (1)

Prerequisites: English 101 and EGCE 324. Behavior and properties of soils. Application to foundation design, liquefaction and seepage.

325 Structural Analysis (3)

Prerequisite: EGCE 301. Analysis of forces and displacements in statically determinate and indeterminate elastic structures by force and displacement methods. Approximate methods of analysis.

Matrix formulation of structural analysis and computer applications.

Introduction to structural design.

325L Structural Analysis Laboratory (1)

Prerequisites: English 101 and EGCE 325. Principles of model analysis and similitude. Influence lines for reactive and internal forces; generalized displacements of statically indeterminate structures.

Nonprismatic members. (3 hours laboratory)

330 Computer Applications in Civil Engineering (3)

Prerequisites: EGGN 205, EGCE 324 and 325. Application of computer programming to the solution of analytical and design problems in various branches of Civil Engineering.

377 Civil Engineering Materials Laboratory (1)

Prerequisites: EGCE 324 and 325. Behavior and properties of most common materials, e.g. steel, concrete, wood, masonry and asphalt. Mix design of asphalt and concrete. Determination of strain and stress using strain gages. Specimen testing according to ASTM. Material properties determination. Safety, reliability, and design considerations. (3 hours laboratory)

408 Reinforced Concrete Design (3)

Prerequisite: EGCE 325.Co-requisite: EGCE 377 or equivalent.

Design for bending, shear, axial force, torsion and combined loading.

Beam, columns, slab and foundation design for ultimate strength and serviceability requirements. Prestressed concrete design. Safety, reliability and cost considerations. Design project conforming to latest ACI code. Professional computer program. (2 hours lecture, 3 hours lab)

411 Structural Dynamics (3)

Prerequisites: EGCE 325 and EGGN 308 or equivalent. Free and forced vibrations of discrete and continuous systems. Matrix formulation and normal coordinates analysis. Response of structures to impulse and earthquake loads. Application to structural design problems and comparison with code prescribed forces.

418 Foundation Design (3)

Prerequisites: EGCE 324 and 408. Design of footings and retaining walls. Mat and piled foundations for structures. Design project to standards of professional practice using latest codes and standards. Consideration for safety, reliability and cost.

428 Engineering Hydraulics (3)

Prerequisite: EGCE 302. Incompressible fluid flow in closed conduits and open channels. Hydrostatics, energy, and hydraulic grade lines.

Momentum, friction formulas, pipelines, uniform flow, and water surface profiles. Design of pipes and open channels. Computer solutions.

428L Engineering Hydraulics Laboratory (1)

Prerequisites: English 101 and EGCE 428. Introduction to experimental hydraulics in open channel and pipe flows including measurements of discharge, depth, velocity, force and friction coefficients. Hydraulic model laws and report writing. (3 hours laboratory)

430 Structural Steel Design (3)

Prerequisite: EGCE 325. Co-requisite: EGCE 377 or equivalent.

Design for bending, torsion, shear, axial forces, combined loadings.

Design of built-up girders, composite construction. Design of shear and moment connections. Design project using professional practice standards. LRFD method. Safety, reliability and cost considerations.

Professional computer program. (2 hours lecture and 3 hours lab)

431L Advanced Structural Laboratory (1)

Prerequisites: EGCE 325L and either EGCE 408 or EGCE 430. Fundamentals of earthquake engineering and soil structure interaction; design of lateral bracing for model buildings. (3 hours laboratory)

432 Computer-Aided Design in Structural Engineering (3)

Prerequisites: EGGN 205, EGCE 325 and 408. Application of computer-aided design techniques with automated graphics to the design of civil engineering structures. Design project to the standards of professional practice. (2 hours lecture, 3 hours laboratory)

435 Design of Hydraulic Structures (3)

Prerequisite: EGCE 428. Applications of hydraulic principles to design of various structures including spillways, energy dissipators, outlet works, storm drains, culverts and water distribution systems. Use of computers in design process.

436 Engineering Hydrology (3)

Co-requisite: EGCE 428. Hydrologic cycle with applications to hydrologic design of engineering structures. Rainfall, stream flow, ground water, surface runoff, hydrographs, flood routing, frequency distributions and design hydrographs.

441 Environmental Engineering (3)

Prerequisites: Biology 101 or Chem 120A and EGGN 308.

Planning and control of the environment; wastewater treatment and disposal; solid waste management; air pollution; radiation protection; housing and residential environment.

463 Precast and Prestressed Concrete Design (3)

Prerequisite: ECCE 408. Prestressed concrete design and analysis for conventional and lateral loading. Design of reinforced and prestressed structural and architectural elements. Safety and economy. Connection design for earthquake and wind loadings. Design projects using professional practice standards including latest codes.

463L Precast and Prestressed Concrete Design Lab (1)

Prerequisites: EGCE 408 and EGCE 463 or equivalent, Behavior of prestressed and reinforced concrete beams subjected to the different types of loadings. Observation of elastic and ultimate strength behavior, deflection crack propagation and collapse. Observation of prestressing operation and camber. (3 hours laboratory)

465 Planning and Control of Engineering Construction Projects (3)

Prerequisite: Senior standing. Overview of construction project management; construction scheduling fundamentals: bar charts, CPM, PERT; schedule control: manual vs. computer systems, reports, schedule maintenance; cost control: code of accounts, control base, budgets, forecasting, reports, computer systems; applications in construction projects.

466 Public Transit Systems Planning and Operations (3)

Prerequisite: Senior standing in Civil Engineering. Urban passenger transportation modes, paratransit, special modes, vehicles characteristics and motion, highway transit mode, rail transit mode new concepts, transit system performance (capacity, productivity, efficiency and utilization, organization and financing).

468 Engineering Construction (3)

Prerequisite: EGCE 408 or equivalent. Co-requisite: EGCE 418.

Engineering construction planning equipment and methods.

Construction management. Critical path method. Construction of buildings, bridges, highways, foundations and dams. Consideration for safety and reliability.

481 Solid Waste Technology and Management (3)

Prerequisite: EGCE 441 or equivalent. Process dynamics and kinetics; thermal, physical, chemical and biological treatment operations; immobilization process; residual management and treatment process train selection.

482 Liquid Waste Technology and Management (3)

Prerequisite: EGCE 441 or equivalent. Process dynamics; reactions and kinetics; reactor engineering and process design; pretreatment operations and physical, chemical and biological treatment operations; residual management and treatment process train selection.

490 Civil Engineering Professional Practice (1) (Formerly 495)

Prerequisite: Senior standing. Discussion of civil engineering as a profession and the civil engineer as a professional. Career opportunities in private sectors and government. Office and field practice. Professional growth and development. Project management. Business management and opportunities. Ethics and aesthetics. Case studies.

493 Structural Systems for Buildings (3)

Prerequisite: EGCE 408 or 430. Co-requisite: EGCE 418. Building structural concepts and systems and their behavior under loads. Foundation systems. Roof, floor, wall systems. Construction safety and cost considerations. Design project to standards of professional practice. Use of latest building codes and standards and computer application. (2 hours lecture and 3 hours laboratory)

494 Design of Civil Engineering Structures (3)

Prerequisites: EGCE 408 and 430. Co-requisites: EGCE 418 and 494L. Timber, reinforced masonry, reinforced concrete and steel design. Use of Uniform Building Code and standards. Design of buildings and bridges. Design projects to standards of professional practice. Reliability, safety and cost consideration. Computer application. (2 hours lecture; 3 hours laboratory)

494L Civil Engineering Structural Laboratory (1)

Co-requisite: EGCE 494. Design of bridges according to AASHTO code. Design project to the standards of professional practice. (3 hours laboratory)

496 Architectural Design (3)

Prerequisite: EGCE 408 or 430 or senior standing or consent of instructor and department head. History of architectural design.

Systems based design process: aesthetic, functional, environmental, and behavioral aspects. Urban planning and design. Case studies.

Architectural design project to the standards of professional practice.

497 Senior Projects (1-3)

Prerequisites: Senior standing in engineering and formal approval by adviser and department head. Independent design projects. Formal report to be submitted after completion of project work.

499 Independent Study (1-3) Indo at another language 1930 OE

Prerequisites: Senior standing in engineering and formal approval by adviser and department head. Special topics in civil engineering. Formal report to be submitted after completion of independent study.

501 Analytical Methods for the Design of Civil Engineering Systems (3)

Prerequisite: graduate standing or equivalent. Application of linear and dynamic programming principles to the design of pipelines, irrigation systems, water-resources and traffic-flow control problems. Probabilistic network analysis. First order and advanced first order second moment reliability methods. Probabilistic design.

509 Theory of Plates and Shells (3)

Prerequisite: EGME 438 or equivalent. Theory of thin plates subjected to transverse loads. Analysis of plates of circular, rectangular and other shapes. Theory of thin shells. Shells of revolution. Shells of translation.

510 The Finite Element Method (3)

Prerequisites: EGCE 517 and 533 or equivalent. Formulation of finite elements for analysis of plane stress and strain problems, axisymmetric bodies, plates and shells. Conforming and non-conforming shape functions. Computer applications to complex structural systems under static and dynamic loads.

515 Geo-Environmental Engineering (3)

Prerequisite: EGCE 436 or equivalent. Geo-environmental properties and soil action related to problems encountered in waste management engineering; physico-chemical soil properties, shear strength as applied to landfill design and lateral earth pressures on braced excavation; contaminant migration and partitioning in unsaturated soils.

517 Theory of Elasticity (3)

Prerequisite: EGME 438 or equivalent. Analysis of stress and strain. Equations of elasticity. Extension, torsion and flexure of beams. Two-dimensional elastostatic problems. Variational methods and energy theorems. Elementary three-dimensional elastostatic problems. Introduction to thermoelasticity and wave propagation.

532 Earthquake Engineering (3)

Prerequisites: EGCE 411 and 533 or equivalent. Earthquake motions; response spectra; computational methods and computer applications for response of structural systems. Energy absorption capacity of materials and structural components. Soil structure interaction.

Seismic design and evaluation of current building codes.

533 Matrix Methods of Structural Analysis (3)

Prerequisites: EGCE 325 and EGGN 403. Matrix formulation of structural analysis using the direct stiffness approach. Comparison of flexibility and stiffness approaches. Computer aided analysis of complex structural systems under static and dynamic loads. Stability analysis. Introduction to the finite element method.

534 Construction Methods and Equipment for Buildings (3)

Prerequisites: EGCE 408 and 430. Methods and equipment for construction of high-rise buildings, space structures, folded plates, shells, and suspension systems. Modularization. Quality control and construction failures.

537 Groundwater and Seepage (3)

Prerequisite: EGCE 436 or equivalent. Equations governing flow of liquid in porous media. Seepage through dams and under structures, flow in confined and unconfined aquifers, steady and unsteady flow, well fields, flow nets, computer solutions, sea water intrusion, recharge, groundwater pollution.

538 Construction Methods and Equipment for Heavy Construction Engineering (3)

Prerequisites: EGCE 408 and 418. Methods and equipment for construction of foundations, highways, airfields, bridges, ports, harbors, dams, nuclear power plants and industrial facilities. Quality control and construction failures.

539 Preconstruction Design Evaluation (3)

Prerequisites: EGCE 534 or equivalent. Cost benefit, preconstruction scheduling, and constructibility modifications in design, specifications and construction methods. Value Engineering.

540 New Technology & Innovations in Construction Engineering (3)

Prerequisite: EGCE 534 or 538 or equivalent. Automation and robotics in construction. New materials, construction equipment and methods for construction of dams, highways, and buildings. Latest computer applications in construction.

546 Coastal Engineering (3)

Prerequisites: EGCE 418 and 436 or equivalent. To introduce theories and applications in coastal engineering, coastal hydrodynamics, coastal development, planning of ports, and conceptual engineering design, tide, wave, wind, currents, littoral drift, beach erosion and sedimentation, coastal geomorphology. Port planning, location, design factors and engineering features. Preparation of construction, dredging, anchoring and dewatering. Effect of coastal engineering on environment.

549 Theory of Elastic Stability (3)

Prerequisites: EGCE 509 and 517 or equivalent. Critical buckling loads of columns, beam-columns, frames, plates, and shells. Lateral stability of beams. Torsional buckling of open wall sections.

550 Major Commercial Project Development and Management (3)

Prerequisite: Any 400-level Management course approved by the department head. Process of major commercial project development; macroeconomics aspects; project initiation and implementation, construction management systems, schedule, cost and quality control, control of long-lead equipment and materials, construction disputes and claims, case studies.

556 Construction Cost Control, Scheduling and Planning (3)

Prerequisite: EGCE 465 or 468 or equivalent. Systems approach for estimating, scheduling, cost comparison, risk analysis and cost control. Project feasibility studies and alternative approaches. Project control, baseline establishment, cost and claim management.

557 Total Cost Management of Capital Projects (3)

Prerequisite: EGCE 465 or equivalent. Management and cost control of large capital projects. Capital cost estimation, value prediction and control, cost and schedule control and management of mega projects.

559 Environmental and Public Transportation Regulations (3)

Prerequisite: EGCE 441 or equivalent. Environmental regulations, clean air act, intermodal surface transportation efficiency act of 1991, Federal Transit Administration project planning guidelines, planning for public transit and environmental requirement, development of required environmental documents; procedure for major investment studies; future of public transportation. Project.

563 Advanced Prestressed and Reinforced Concrete Design (3)

Prerequisite: EGCE 408 or 463. Prestressed concrete theory. Continuous prestressed concrete members, flat plate systems, virendeel systems, application of unbonded postensioning-Theory and design. Yield line theory, limit analysis and cracking of concrete. Design of prestressed dome roof, barrel shell and hyperbolic paraboloid shell. Design project to standards of professional practice. Computer application. (2 hours lecture and 3 hours lab).

566 Design of Tall Buildings (4)

Prerequisite: EGCE 408 or 430; EGCE 533 or equivalent. Characteristics, design criteria and safety provisions of tall buildings. Selection, optimization and analysis of framing systems. Design standards, constructability, wind and seismic considerations. Design project to the standards of professional practice. Computer application

575 Expert Systems in Construction Engineering (3)

Prerequisite: any 400-level Management course approved by the department head. Expert systems and artificial intelligence techniques in construction engineering; expert systems for: safety evaluation of structures during construction, site selection, construction decision making, and construction schedule analysis; project monitoring; claims and disputes.

597 Project (1-6)

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser and department head.

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser, and department head. (Maximum of 3 units per semester)

599 Independent Graduate Research (1-3)

Prerequisites: Classified graduate status and formal approval of Civil Engineering Graduate Committee, graduate adviser, and department head.

Electrical Engineering College of Engineering and Computer Science

INTRODUCTION

The Bachelor of Science degree in Electrical Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET). The electrical engineering program provides the students with the knowledge of basic and advanced topics in the areas of design and analysis of VLSI and electronic circuits, design and analysis of computer architecture, microprocessors, communication systems, signal processing, and control systems. This program develops an ability to apply design and analysis knowledge to the practice of electrical engineering in an effective and professional manner. This knowledge can be applied to various engineering practices in aerospace, computer, electrical, electronics and other applied fields.

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

See "Division of Engineering" section of this catalog for requirements in mathematics and science foundation courses (33 units), engineering core courses (24 units) and general education course work.

In addition, EGEE 203 and 303 must be completed.

Upper-Division Writing Requirement

In addition to the Examination in Writing Proficiency (EWP), all of the following courses are required to fulfill the upper-division English writing requirement:

EGEE 303L Electronics Laboratory (1)

EGME 306A Unified Laboratory (1)

EGEE 310L Electronic Circuits Laboratory (2)

EGEE 485 Electrical Engineering Design Projects Laboratory (3)

OR EGEE 407L Digital Computer Design Lab (3)

Written work for these courses must meet professional standards. All these courses must be passed with at least a "C" grade.

Required Courses in Electrical Engineering (34 units)

Enrollment in these courses is limited to students who meet the prerequisites.

EGEE 203L Electric Circuits Lab (1)

EGEE 245 Computer Logic & Architecture (3)

EGEE 245L Computer Logic and Architecture Lab (2)

EGEE 303 Electronics (3)

EGEE 303L Electronics Lab (1)

EGEE 309 Network Analysis (3)

EGEE 310 Electronic Circuits (3)

EGEE 310L Electronic Circuits Lab (2)

EGEE 311 Field Theory and Transmission Lines (3)

EGEE 313 Introduction to Electromechanics (3)

EGEE 323 Engineering Probability and Statistics (3)

DEPARTMENT HEAD

Mostafa Shiva

DEPARTMENT OFFICE

Engineering 100A

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

PROGRAMS OFFERED

Bachelor of Science in Electrical Engineering

Master of Science in Electrical Engineering

Option in Systems Engineering

FACULTY

Maqsood Ahmed Chaudhry, David Cheng, John Clymer, George Cohn, Shahin Ghazanshahi, Mohinder Grewal, Karim Hamidian, Hassan Hamidi-Hashemi, Young Kwon, Chennareddy Reddy, Mostafa Shiva, Fleur Tehrani, Jesus Tuazon, Raman Unnikrishnan

ADVISERS

Undergraduate program adviser: Jesus Tuazon

Graduate program coordinator

Mostafa Shiva
Graduate admissions:
Iesus Tuazon

All department full-time faculty serve as advisers; see electrical engineering bulletin board for names, office hours and room numbers.

EGEE 407L Digital Computer Design Lab (3)

OR EGEE 485 Electrical Engineering Design Projects Lab (3)

EGEE 409 Introduction to Linear Systems (3)

EGEE 490 Seminar in Electrical Engineering (1)

Note: EGEE 203, 303, 303L, and 310L must be passed with at least a C grade.

Technical Electives in Electrical Engineering (11 units)

Before enrolling in any elective course, approval of the adviser must be obtained. At least 3-5 units of design content must be included. Senior project, EGEE 497 (1-3), and Independent Study, EGEE 499 (1-3), are elective courses; the student must complete a study application form and submit it for approval to the supervising faculty member and the department head prior to the semester in which the course work is to begin.

VLSI and Electronic Circuits

EGEE 404 Intro to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Laboratory (1)

EGEE 410 Electro-Optical Systems (3)

EGEE 442 Electronic Circuits (3)

EGEE 445 Digital Electronics (3)

EGEE 448 Digital Systems Design and VHDL (3)

EGEE 455 Solid State Electronics (3)

EGEE 465 Introduction to VLSI Design (3)

Communication Systems and Signal Processing

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 410 Electro-Optical Systems (3)

EGEE 420 Introduction to Digital Filtering (3)

EGEE 442 Electronic Circuits (3)

EGEE 443 Electronic Communication Systems (3)

EGEE 448 Digital Systems Design and VHDL (3)

EGEE 480 Engineering Optics (3)

EGEE 483 Introduction to Global Positioning Systems (GPS) (3)

EGEE 483L Global Positioning Systems Lab (2)

Control Systems

EGEE 313L Power Laboratory (1)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 416 Feedback Control Systems (3)

EGEE 420 Introduction to Digital Filtering (3)

EGEE 424 Computer Simulation of Continuous Systems (3)

EGEE 425 Introduction to Systems Engineering (3)

EGEE 483 Introduction to Global Positioning Systems (GPS) (3)

Computer Engineering

EG-GN 403 Computer Methods in Numerical Analysis (3)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Lab (1)

EGEE 407 Digital Computer Architecture & Design I (3)

EGEE 407L Digital Computer Design Lab (3)

EGEE 412 Digital Computer Architecture and Design II (3)

EGEE 425 Introduction to Systems Engineering (3)

EGEE 445 Digital Electronics (3)

EGEE 448 Digital Systems Design with VHDL (3)

EGEE 455 Solid State Electronics (3)

EGEE 465 Introduction to VLSI Design (3)

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

To qualify for admission in conditionally classified standing, applicants must meet the following university and departmental requirements:

- 1. Bachelor's degree from a regionally accredited institution.
- 2. Bachelor's degree in an engineering program which is accredited by the Accreditation Board for Engineering and Technology (ABET).
- 3. Good standing at the last institution attended.
- 4. Minimum GPA of 2.75 in the last 60 semester units and 3.0 in the last 15 units of electrical engineering courses attempted.

Students with grade deficiencies, degrees from non-ABET accredited universities, or undergraduate majors other than Electrical Engineering may be considered for conditional admission. However, any deficiencies must be made up prior to advancing to classified standing and prior to beginning course work for the master's degree. Requirements for fulfilling deficiencies include a minimum of six units of adviser-approved course work. Deficiencies must be completed with minimum 2.5 GPA and with at least 2.75 GPA in the last nine deficiency units.

Each applicant file will be reviewed by the department graduate admissions adviser. Upon admission, the applicant is required to make an appointment with the graduate program coordinator. The program coordinator will assign a faculty adviser based on the student's areas of interest and career objectives.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Standing

A student who meets the above requirements for admission to conditionally classified standing may be granted classified standing contingent upon:

- 1. Completion of all required deficiency course work.
- 2. Fulfillment of the university writing requirement. Students with degrees from American universities must show proof of meeting an upper-division writing requirement, pass the EWP, or complete English 301 or 360. Students who have degrees from foreign universities must pass the Examination in Writing Proficiency (EWP) or complete English 301 or 360 with a grade of "C" or

better

3. Development and approval of a study plan prior to completing nine units toward the 30-unit degree requirement.

Students must meet with a faculty adviser to set up a study plan.

Classification is not granted until the study plan is approved by the faculty adviser, the department head, and the Office of Graduate

Studies. Any subsequent changes to the study plan must have prior written approval by the faculty adviser and department head.

Study Plan

The study plan consists of a minimum of 30 units adviser-approved upper-division and graduate-level course work which must be completed with an overall grade-point average of at least 3.0. At least half the units mixture and the course work which must be completed with an overall grade-point average of at least 3.0. At least half the units

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3) Additional adviser-approved math-oriented course (3)



Concentration Courses (15 units)

A student is required to select a minimum of 15 units in Electrical Engineering. These units may be 400- and 500-level courses and are selected according to the student's area of interest. Course work may focus on the following areas: Communications Systems/Signal Processing, Computer Engineering, Control Systems, Microelec-

tronics and Circuit Theory, Electromag-netic Field Theory and Optics and Systems Engineering. Graduate Project, EGEE 597 (1-3), and Thesis, EGEE 598 (6), are considered concentration courses.

Other Courses (9 units)

Elective units should be taken in Electrical Engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option

Subject to approval by the faculty adviser, students may select one of the following options for final review by the department graduate committee:

- Satisfactory completion of a final oral comprehensive examination
 on coursework OR
- Satisfactory completion of a formal project EGEE 597 (3 units) and a final oral comprehensive examination on coursework OR
- Satisfactory completion and oral defense of a thesis EGEE 598 (6 units).

A typed draft of the thesis or project report must be submitted to the student's thesis or project committee no later than four weeks prior to the last day of the semester in which the oral defense of the thesis or project report is scheduled.

The thesis or project committee consists of a minimum of three members of the Electrical Engineering faculty. The thesis should cover original research and be prepared according to the university guidelines. Committee questions will be directed toward defense of the project report and include questions related to course work.

Guidelines for the preparation of theses and formal reports are available in the Electrical Engineering-Department office and the university Graduate Studies office.

Students requesting Graduate Project (EGEE 597), Thesis (EGEE 598) or Independent Study (EGEE 599) must complete a study application form and submit it for approval to the supervising faculty member and department head prior to the semester in which the course work is to begin.

Advancement to Candidacy

Advancement to candidacy requires that the student file a graduation check prior to the beginning of the final semester (see class schedule for deadlines). Completion of requirements for the degree include a minimum GPA of 3.0 on all study plan course work, successful completion of a comprehensive examination or oral defense of a thesis or project, and recommendation by the Electrical Engineering faculty and Office of Graduate Studies.

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING OPTION IN SYSTEMS ENGINEERING

Students seeking this option must meet the same requirements as the program in Electrical Engineering. In addition students selecting the systems engineering option will be required to include the following five courses in their study plans:

EGEE 580 Analysis of Random Signals (3)

EGEE 581 Theory of Linear Systems (3)

EGEE 582 Linear Estimation Theory (3)

EGEE 585 Optimization Techniques in Systems Engineering (3)

EGEE 587 Operational Analysis Techniques in Systems Engineering (3)

The remainder of the systems engineering study plan will include other engineering courses with an emphasis in a particular field such as information systems, control theory, computer systems, civil or mechanical engineering applications. Students possessing a Bachelor of Science in Engineering may elect to include up to nine units from approved subjects offered by the College of Business Administration and Economics as a part of their study plan.

ENGINEERING COURSES

Courses are designated as EGEE in the class schedule.

203 Electric Circuits (3)

Prerequisites: Physics 226; Math 250A; Prerequisite or co-requisite: EGGN 205. Units; Ohm's and Kirchhoff's laws; mesh and nodal analysis, superposition; Thevenin and Norton theorems; RL and RC transients; phasors and steady state sinusoidal analysis; response as a function of frequency; current, voltage, and power relationships; polyphase circuits. (203=CAN ENGR 12; 203+203L=CAN ENGR 6)

203L Electric Circuits Laboratory (1)

Prerequisite or co-requisite: EGEE 203. Simple resistive RL and RC circuits, electrical measurement techniques, verification of basic circuit laws through hard-wired breadboarding and CAD circuit simulation.

(3 hours laboratory) (203+203L=CAN ENGR 6)

241 Low-Level Language Systems (3)

(Same as Computer Science 241)

245 Computer Logic and Architecture (3)

Prerequisite: EGGN 205 or equivalent. Logic design and organization of the major components of a computer, analysis and synthesis of combinational and sequential logics, analysis of the arithmetic, memory control and I/O units, concepts in computer control.

245L Computer Logic and Architecture Lab (2)

Prerequisite or co-requisite: EGEE 245. Digital logic circuits; decoders, counters, serial and parallel adders, control circuits (1 hour lecture, 3 hours laboratory)

303 Electronics (3)

Prerequisites: Physics 227 and EGEE 203. Co-requisite: EGEE 203L. Characteristics and elementary applications of semiconductor diodes, field-effect transistors and bipolar-junction transistors, and operational amplifiers; mid-frequency small-signal analysis and design of transistors.

303L Electronics Laboratory (1)

Prerequisites: EGEE 203L, 323 and English 101. Co-requisite: EGEE 303. Study of semiconductor diodes, transistors and elementary electronic circuits through hard-wired breadboarding, CAD electronic simulation and analysis. (3 hours laboratory)

309 Network Analysis (3)

Prerequisites: EGEE 203 and EGGN 308. Prerequisite or co-requisite: EGEE 203L. Performance of RLC circuits; complex frequency and the s-plane; frequency response and resonance; network topology; two-port network characterization; classical filter theory.

310 Electronic Circuits (3)

Prerequisites: EGEE 303 and 309. Continuation of 303, analysis and design of multistage and feedback amplifiers; frequency characteristics of amplifiers, frequency characteristics and stability of feedback amplifiers, differential amplifiers, design of IC circuit biasing, operational amplifiers and their applications.

310L Electronic Circuits Lab (2)

Prerequisite: EGEE 303L. Prerequisite or co-requisite: EGEE 310. Single, multistage and feedback amplifiers; linear and digital integrated circuits, ADC and DAC design project. (3 hours laboratory, 1 hour lecture)

311 Field Theory and Transmission Lines (3)

Prerequisites: EGEE 203, Physics 226 and Math 250B. Electrostatics and magnetostatics; boundary value problems; magnetic materials and the magnetic circuit; magnetic induction; Maxwell's equations and the formulation of circuit concepts; transmission lines.

313 Introduction to Electromechanics (3)

Prerequisites: EGEE 309 and 311. Electromagnetic fields and circuits; transformers, saturation effects. Simple electro-mechanical systems.

Circuit models, terminal characteristics and applications of DC and AC machines.

313L Power Laboratory (1)

Prerequisite: EGEE 303L. Prerequisite or co-requisite: EGEE 313. Experiments in electromagnetic fields and circuits, transformers, and electromechanical systems such as AC and DC machines (3 hours laboratory)

323 Engineering Probability and Statistics (3)

Prerequisite: Math 250A. Set theory: axiomatic foundation of probability; random variables; probability distribution and density functions; joint, conditional, and marginal distributions; expected values; distribution of functions of random variables; central limit theorem; estimation.

404 Introduction to Microprocessors and Microcomputers (3)

Prerequisite: EGEE 245L. Hardware and software concepts in microprocessors, processor family chips, system architecture, CPU, input/output devices, interrupts and DMA, memory (ROM, RAM), electrical and timing characteristics, assembly language programming.

404L Microprocessor Laboratory (1)

Prerequisite: EGEE 245L. Prerequisite or co-requisite: EGEE 404. I/O interfacing with a microprocessor system; familiarization with the operating system, assembler, debugger and emulator; design of keyboard, LCO display, RS 232, D/A converter, A/D converter and floppy disk interfaces. (3 hours laboratory)

406 Design Applications with Microcontroller and FPGA (3)

Prerequisites: EGEE 245 and 245L. Digital system application design using microcontrollers, FPGAs and CPLDs including programming hardware interfacing, A/D conversion, CLB, logic arrays, interconnections, testing and simulations

407 Digital Computer Architecture and Design I (3) (Formerly 307)

Prerequisite: EGEE 245L. Organization and design of major components of a digital computer including arithmetic, memory, input, output and control units. Integration of units into a system and simulation by a computer design language.

407L Digital Computer Design Laboratory (3) (Formerly 307L)

Prerequisites: EGEE 245, 303L, and 407. Design and implementation of a small digital computer; adders, arithmetic unit, control unit, memory control unit, memory unit and program unit. May be taken in lieu of EGEE 485. (1 hour lecture, 6 hours laboratory).

409 Introduction to Linear Systems (3)

Prerequisite: EGEE 309. Development of time and frequency domain models for physical systems. The linearization process and representation with block diagrams and signal flow graphs; discrete-time systems and digital signals including use of Z-transforms; stability theory of continuous and discrete time systems.

410 Electro-Optical Systems (3)

Prerequisite: EGEE 311. Introduction to electro-optics; optical radiation characteristics and sources; geometrical and physical optics; lasers and electro-optical modulation; quantum and thermal optical radiation detectors; detector performance analysis; electro-optical systems modeling and analysis; application examples.

412 Digital Computer Architecture and Design II (3)

Prerequisite: EGEE 307. Modern architectures of computer systems, their CPU structure, memory hierarchies and I/O processors; conventional and microprogrammed control; high-speed and pipelined ALU; cache, virtual and interleaved memories, DMA, interrupts and priority.

416 Feedback Control Systems (3)

Prerequisite: EGEE 409. Feedback control system characteristics; stability in the frequency domain; analysis and design of continuous-time systems using root-locus, Bode and Nyquist plots and Nichols chart.

420 Introduction to Digital Filtering (3)

Prerequisite: EGEE 409. Discrete-time signals and systems; solution of difference equations; Fourier transform for a sequence; Z-transform; discrete Fourier transform; FIR and IIR realizations; design of digital filters.

424 Computer Simulation of Continuous Systems (3)

Prerequisites: EGGN 205 and 308. Use of the digital computer for simulation of physical systems modeled by ordinary differential equations; problem formulation, in-depth analysis of two integration methods, and the use of a general purpose system simulation program such as CSSL.

425 Introduction to Systems Engineering (3)

Prerequisites: EGEE 245, EGEE 323 or Computer Science 240 and Math 338 for Computer Science majors. Introduction to systems engineering analysis and the systems approach; introduction to modeling, optimization, design and control; systems requirements analysis; analytical and computational solution methods; information processing; integrated systems.

430 Fuzzy Logic and Control (3) material learning to estimated 0.03

Prerequisite: EGEE 409. Fuzzy logic and systems; comparison of classical sets, relations, and operators with fuzzy sets, relations and operators; fuzzy arithmetic and transformations; classical predicate logic and reasoning versus fuzzy logic and approximate reasoning.

Applications to rule-based systems and control systems.

442 Electronic Circuits (3)

Prerequisite: EGEE 310. Power amplifiers and tuned amplifiers; RF amplifiers; modulation and detection circuits; oscillators; and operational amplifier applications.

443 Electronic Communication Systems (3)

Prerequisites: EGEE 310 and 323 or equivalent. Principles of amplitude, angular and pulse modulation, representative communication systems, the effects of noise on system performance.

445 Digital Electronics (3)

Prerequisites: EGEE 245 and 303. RC circuits, attenuators, compensation and scope probe. Logic circuits: DTL, TTL, STTL, LSTTL and ECL. Fanout, noise-immunity, switching speed, power consumption, input-output characteristics. Design and analysis of MOS logic circuits; PMOS, NMOS and CMOS gates, flip-flops, shift registers and memory circuits.

448 Digital Systems Design and VHDL (3)

Prerequisites: EGEE 245 and 303. Basic concepts and characteristics of digital systems, traditional logic design, LSI/VLSI logic design, combinational and sequential logic, and their applications; timing and control, race conditions and noise, microcomputers, computer-aided programming, development systems, microcomputer system hardware design, input/output devices.

455 Solid State Electronics (3)

Prerequisites: EGEE 303 and 311. Quantum mechanical principles, atomic structure, crystal structure, crystal defect and diffusion, lattice vibration and phonons, energy band theory, charge transport phenomena, free electron theory of metal, intrinsic and extrinsic semiconductors, p-n junction theory, transistor theory.

460 Introduction to Cellular Mobile Communications Systems (3)

Prerequisite: EGEE 443. Introduction to wireless mobile telecommunications, description and analysis of cellular radio systems, co-channel interference reduction, channel capacity and digital cellular systems.

465 Introduction to VLSI Design (3)

Prerequisites: EGEE 245 and 303. Computer-aided design of VLSI circuits. MOS device structure, design rules, layout examples, CMOS standard cells. Speed power trade off, scaling, device and circuit simulation. VLSI design software tools. Routing method system design, Design Project. Chip fabrication through MOSIS service, testing.

480 Engineering Optics (3)

Prerequisite: EGEE 311 or Physics 227. Engineering aspects of the optics of planar interfaces; geometrical optics of devices; interference of beams at parallel interfaces; linear system transforms; diffraction, polarization, coherence; practical optical elements; laboratory demonstrations and significant coverage of engineering applications.

483 Introduction to Global Positioning Systems (GPS) (3)

Prerequisites: EGEE 232, 308, 409. Description of Global Positioning Systems (GPS) and Differential Global Positioning Systems (DGPS), GPS navigation, errors. Satellite signals and co-ordinate transform math. Modeling for position and velocity. Application to navigation.

483L Global Positioning System Lab (2)

Prerequisite: EGEE 483. Use and description of Novatel, Magelon, Ahstek, Collins and Tribel receivers. Computation of GPS and GEO stationary satellite positions from ephemeris data available on almanac. Errors such as selective availability, ionospheric, tropospheric, satellite ad receiver will be calculated and compensated in the data. (1 hour lecture, 3 hours laboratory)

485 Electrical Engineering Design Projects Laboratory (3) (Formerly 385)

Prerequisite: EGEE 310L. Learn the practical aspects of design and project construction. Select an instructor approved design project in electrical engineering. Use CAD program for schematic capture and simulation. Construct the final hardware according to the design specification. Complete a performance evaluation and demonstrate the final product. (1 hour lecture, 6 hours laboratory).

490 Seminar in Electrical Engineering (1) (Formerly 370)

Prerequisite: Senior standing in engineering. The engineering profession, professonal ethics, and related topics.

497 Senior Project (1-3)

Prerequisite: Consent of adviser and instructor. Directed independent design project.

499 Independent Study (1-3)

Prerequisite: approval of study plan by adviser. Specialized topics in engineering selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

503 Information Theory and Coding (3)

Prerequisite: EGEE 323. Information measures, probabilistic studies of the transmission and encoding of information, Shannon's fundamental theorems, coding for noisy channels.

504A Linear Network Synthesis (3)

Prerequisite: EGEE 310. Synthesis of passive element driving-point and transfer-functions with emphasis on RC networks. Basic operational amplifier RC circuits and their performance limitations, introduction to second-order RC active filters. Parameter sensitivity analysis.

507 Detection Theory (3)

Prerequisite: EGEE 580. Formulation of decision rules for the detection of signals in a noisy environment, optimum receivers. Estimation of parameters of detected signals. Estimation theory.

510 Optics & Electromagnetics in Communications (3)

Prerequisite: EGEE 480. Plane-wave propagation and reflection from multiple layers; two- and three-dimensional boundary value problems; waveguides and resonant cavities; radiation from apertures and antennas; electromagnetic properties of materials, gases, and plasmas; significant coverage of engineering applications.

518 Digital Signal Processing I (3)

Prerequisite: EGEE 420. Discrete Fourier transform; fast Fourier transform; Chirp Z-transform; discrete time random signals; floating-point arithmetic; quantization; finite word length effect in digital filters; spectral analysis and power spectrum estimation.

519A Hypercube Multiprocessing and Applications (3)

Prerequisite: EGEE 412. The system architecture and application of hypercubes; the node processor, floating point accelerator, communication circuits, synchronization, routing and message-passing algorithms, process decomposition and load balancing, a hands-on parallel programming experience on Hypercube Parallel Processing System.

519B Multiprocessing and Computer Networks (3)

Prerequisite: EGEE 519A. Advanced topics in computer architecture design to increase computing through-put and efficiency through multi-processing, distributed processing, array and pipeline processors, and computer networks.

522 Spread Spectrum Communications (3)

Prerequisites: EGEE 443 and 580. Introduction to Spread Spectrum (SS) Systems. Performance analysis of coherent digital signaling schemes. Synchronization. Direct sequence, frequency hopping, time hopping, and Hybrid Spread Spectrum Modulations. Binary shift register sequences. Code tracking loops. Performance of SS systems in a jamming environment, with forward error correction.

523A VLSI Technology and Integrated Circuits (3)

Prerequisite: EGEE 465 or equivalent. Solid-state physics of silicon crystal, oxide and interface physics. Wafer fabrication technologies: oxidation, diffusion, ion implantation, epilaxy, thin film process, photolithography, layout design principles for integrated circuits. Bipolar technology and design rules.

523B Very Large-Scale Integrated Circuits (3)

Prerequisites: EGEE 465 or equivalent and EGEE 445. Design and analysis of VLSI circuits. MOS device physics. Short channel effect, LDD device. PMOS, NMOS, and CMOS circuits. Fabrication process and design rules. Latch-up problem. CMOS static and dynamic circuit. CAD design.

526 Digital Control Systems (3)

Prerequisite: EGEE 416. Analysis, design and implementation of digital control systems; Z-transform methods; frequency domain and state-space approach for discrete-time systems.

527 Fault Diagnosis and Fault-Tolerant Design (3)

Prerequisite: EGEE 307. Fault diagnosis and fault-tolerant design of digital systems; fault diagnosis test for combinational and sequential circuits, reliability calculations, multiple hardware redundancy, error detection and correcting codes, software redundancy and fault-tolerant computing.

529 Principles of Neural Systems (3)

Prerequisites: EGEE 310 and 409. Principles of neural systems and their hardware implementation. Basic properties, discrete and continuous bidirectional associative memories. Temporal associative memories. Neural nets classifiers, perceptrons, supervised and unsupervised learning. Forward and backward propagation. Electrical models of neural networks using op-amp., analog VLSI.

531 Phase-Locked and Frequency Feedback Systems (3)

Prerequisite: EGEE 580 or consent of instructor. Theory of noise and linear systems, FM feedback principles. Theory and design of phase-locked loops and their applications in communication and control.

537 Satellite Communications (3)

Prerequisite: EGEE 443. Satellite systems, link analysis, propagation effects, SNR/CNR calculations, modulation schemes, TDMA, FDMA, CDMA techniques.

557 Microprogramming and Emulation (3)

Prerequisite: EGEE 407. An introduction to microprogramming concepts and applications to the control unit of a computer, digital control systems, interpretations, translation and emulations. (Same as Computer Science 557)

558A Microprocessors and System Applications I (3)

Prerequisites: EGEE 404 and 404L. Microprocessors and microcomputers, their related software systems, system design with microprocessors, applications in peripheral controllers, communication devices and multiprocessing systems.

558B Microprocessors and Systems Applications II (3)

Prerequisite: EGEE 558A. Advanced microprocessor architecture and their applications to microcomputer networking; RISC VS CISC architectures, communication protocol, distributed-operating system, and local area networks.

559 Introduction to Robotics (3)

Prerequisite: EGEE 416 or consent of instructor. The science of robotics from an electrical engineering standpoint, including modeling, task planning, control, sensing and robot intelligence.

580 Analysis of Random Signals (3)

Prerequisites: EGEE 323 and 409 or equivalent. Random processes pertinent to communications, controls and other physical applications, Markov sequences and processes, the orthogonality principle.

581 Theory of Linear Systems (3)

Prerequisites: EGEE 416 and EGGN 403. State space analysis, linear spaces, stability of systems; numerical methods of linear systems analysis and design.

582 Linear Estimation Theory (3)

Prerequisites: EGEE 580 and 581. Mathematical models of continuous-time and discrete-time stochastic processes; the Kalman filter, smoothing and suboptimal filtering computational studies.

585 Optimization Techniques in Systems Engineering (3)

Prerequisite: EGGN 403 or Math 340 for Computer Science majors. Calculus of variations, optimization of functions of several variables, Lagrange multipliers, gradient techniques, linear programming, and

the simplex method, nonlinear and dynamic programming.

587 Operational Analysis Techniques in Systems Engineering (3)

Prerequisite: EGEE 323 or Math 338 for Computer Science majors. Operational research models; applications of probability theory to reliability, quality control, waiting line theory, Markov chains; Monte Carlo methods.

597 Project (1-3)

Prerequisite: consent of adviser. Classified graduate students only.

598 Thesis (1-6)

Prerequisite: consent of adviser. Classified graduate students only.

599 Independent Graduate Research (1-3)

Prerequisite: consent of adviser. May be repeated for credit.

INTRODUCTION

The mechanical engineering program at CSUF provides a foundation for professional engineering careers in private industry and government. Mechanical engineers are employed in a wide range of industries such as manufacturing, transportation, energy, food, and biomedical application. In general, mechanical engineers are involved with the design, research, development, manufacture, testing, distribution, support, maintenance, and recycling of devices and products. Automobiles, airplanes, home appliances (refrigerators, washing machines, dryers, vacuum cleaners, etc.), robots, printers, and computer hard disk drives are some of the various products that have been customarily designed and developed by mechanical engineers. Mechanical engineers possess a firm understanding of science, mathematics and engineering needed to carry out these complex tasks which are so important to a modern technological society.

The graduate curriculum is designed to provide a specialized education for career advancement or further work towards a doctoral degree program.

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

See "Division of Engineering" for requirements in mathematics and science foundation courses (30 units), engineering core courses (24 units) and general education coursework.

Upper-Division Writing Requirement

In addition to a passing score on the Examination in Writing Proficiency (EWP), the following courses are required by all mechanical engineering majors: EGME 306A, 306B, 376A and 376B. Written work for these courses must meet professional standards and requires completion with a grade of "C" or better.

Required Courses in Mechanical Engineering (39 units)

EGEE 303 Electronics (3)

EGEE 303L Electronics Laboratory (1)

EGME 306B Fluids and Thermal Laboratory (1)

EGME 322L Introduction to Computer-Aided Design (3)

EGME 331 Mechanical Behavior of Materials (3)

EGME 333 Fluid Mechanics & Aerodynamics (3)

EGME 335 Introduction to Mechanical Design (3)

EGME 376A Dynamic Systems and Controls Lab (2)

EGME 376B Energy and Power Lab (2)

EGME 407 Heat Transfer (3)

EGME 414 Design Project I (3)

EGME 419 Design Project II (2)

EGME 421 Mechanical Design (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGME 431 Mechanical Vibrations (3)

EGME 490 Seminar in Engineering (1)

DEPARTMENT HEAD

Hossein Moini

DEPARTMENT OFFICE

Engineering 100

PROGRAMS OFFERED

Bachelor of Science in Mechanical Engineering

> Manufacturing Engineering Emphasis

Master of Science in Mechanical Engineering

DEPARTMENT WEBSITE

http://www.fullerton.edu/ecs

FACULTY

Andy Bazar, Jesa Kreiner, Sundaram Krishnamurthy, Timothy Lancey, Hossein Moini, Peter Othmer, James Rizza, Hasan Sehitoglu

ADVISER

Undergraduate/Graduate Program Adviser: Hossein Moini

Technical Electives in Mechanical Engineering (11 units)

Before enrolling in any elective course, approval of the adviser must be obtained.

Power and Energy

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 417 Computational Heat Transfer (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3)

EGME 447 Piping Selection and Piping Network Design (3)

EGME 451 Heating, Ventilating and Air Conditioning Systems (3)

EGME 452 Fluid Machinery (3)

EGME 454 Optimization of Engineering Design (3)

Design and Materials for Manufacturing

EGME 301L Advanced Auto CAD for Design Documentation (2)

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 438 Analytical Methods in Engineering (3)

EGME 454 Optimization of Engineering Design (3)

EGME 456 Introduction to Mechatronics for Engineers (3)

EGME 459 Plastics and Other Non-Metallics (3)



EGME 460 Failure of Engineering Materials (3)

EGME 461 Fabrication Methods (3)

EGME 462

Composite

Materials (3)

EGME 463

Introduction to Robotics (3)

EGME 475 Acoustics and Noise Control (3)

EGME 480 Human Factors in Engineering (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 486 Introduction to Electronics Packaging (3)

EGME 487 Thermal Control of Electronic Packaging (3)

Thermal and Fluids Engineering

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 417 Computational Heat Transfer (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3)

EGME 447 Piping Selection and Piping Network Design (3)

EGME 451 Heating, Ventilating and Air Conditioning Systems (3)

EGME 452 Fluid Machinery (3)

EGME 454 Optimization of Engineering Design (3)

EGME 486 Introduction to Electronics Packaging (3)

EGME 487 Thermal Control of Electronic Packaging (3)

Robotics, Controls, and Automated Manufacturing

EGGN 403 Computer Methods in Numerical Analysis (3)

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 424 Data Acquisition and Instrumentation Using LabVIEW (3)

EGME 454 Optimization of Engineering Design (3)

EGME 456 Introduction to Mechatronics for Engineers (3)

EGME 457L Intelligent Systems Lab (2)

EGME 461 Fabrication Methods (3)

EGME 463 Introduction to Robotics (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 486 Introduction to Electronics Packaging (3)

MANUFACTURING ENGINEERING EMPHASIS

See "Division of Engineering" section of this catalog for requirements in mathematics and science foundation courses (30 units), engineering core courses (24 units) and general education course work.

Required Courses (43 units)

EGEE 303 Electronic Instrumentation (3)

EGEE 303L Electronic Instrumentation Lab (1)

EGME 306B Fluids and Thermal Laboratory (1)

EGME 322L Introduction to Computer-Aided Design (3)

EGME 331 Mechanical Behavior of Materials (3)

EGME 333 Fluid Mechanics and Aerodynamics (3)

EGME 335 Introduction to Mechanical Design (3)

EGME 376A Dynamic Systems and Controls Lab (2)

EGME 407 Heat Transfer (3)

EGME 414 Design Project I (3)

EGME 419 Design Project II (2)

EGME 421 Mechanical Design (3)

EGME 426 Design of Thermal and Fluid Systems (3)

EGME 461 Fabrication Methods (3)

EGME 463 Introduction to Robotics (3)

EGME 483 Computer-Aided Manufacturing (3)

EGME 490 Seminar in Engineering (1)

Technical Electives (9 units)

Approval of the adviser must be obtained before enrolling in any elective course.

EGME 410 Introduction to the Finite Element Method and Applications (3)

EGME 411 Mechanical Control Systems (3)

EGME 454 Optimization of Engineering Design (3)

EGME 459 Plastics and Other Non-Metallics (3)

EGME 460 Failure of Engineering Materials (3)

EGME 462 Composite Materials (3)

EGME 480 Human Factors in Engineering (3)

EGCE 408 Reinforced Concrete Design (3)

EGEE 323 Engineering Probability and Statistics (3)

EGEE 404 Introduction to Microprocessors and Microcomputers (3)

EGEE 404L Microprocessor Lab (1)

EGEE 445 Digital Electronics (3)

EGEE 465 Introduction to VLSI Design (3)

MASTER OF SCIENCE IN MECHANICAL ENGINEERING

To qualify for admission to a conditionally classified standing, applicants must meet the following university and departmental requirements:

- Bachelor's degree from a regionally accredited institution, e.g.,
 Western Association of Schools and Colleges (WASC).
- Bachelor's degree in mechanical engineering from an institution accredited by the Accreditation Board for Engineering and Technology (ABET).
- 3. Minimum GPA of 2.5 in the last 60 semester units.
- 4. Good standing at the last institution attended.

Students not meeting the above requirements may be admitted at the discretion of the department head and will be required to take an additional six or more units of adviser-approved prerequisite coursework. The student must demonstrate potential for graduate study by earning a grade point average of 3.0 or higher in these courses.

Any student entering the Master of Science degree program without a B.S. in Mechanical Engineering will also be required to complete one or more courses in the areas where the student is deemed to be deficient, prior to beginning course work for the Master's degree.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Classified Standing

Students meeting the following additional requirements will be advanced to classified standing and are eligible to take graduate courses for which they are qualified.

 Completion of all deficiency work specified by the graduate adviser with a grade of B or better.

- Development of an approved study plan. Before completing nine units at CSUF toward the M.S. degree, the student must meet with an adviser for preparation of a study plan which must be approved by the department head and Office of Graduate Studies.
- 3. Fulfillment of the university writing requirement prior to completing nine units at CSUF toward the M.S. degree. Students must demonstrate writing ability commensurate with the baccalaureate degree. Please refer to the "Graduate Regulations" section of this catalog for further information on how this requirement can be met.

Study Plan

The study plan consists of a minimum of 30 units of adviser-approved upper-division or graduate-level course work which must be completed with an overall grade-point average of at least 3.0. At least half the units required for the degree must be in approved graduate (500-level) courses.

Required Courses (6 units)

EGGN 403 Computer Methods in Numerical Analysis (3)

Additional adviser-approved math-oriented course (3)

Concentration Courses (15 units)

A student is required to select a minimum of 15 units in mechanical engineering.

These units may be 400-level and 500-level courses and are selected according to the student's area of interest. Course work is designed to meet the student's professional career goals and may focus on the following areas: Power and Energy, Design and Materials for Manufacturing, Thermal and Fluids Engineering, Robotics, Controls, and Automated Manufacturing.

Other Courses (9 units)

Elective units should be taken in mechanical engineering or a related engineering field and are subject to adviser approval.

Exam/Thesis/Project Option (3-6 units)

Subject to approval by the adviser, students may select one of the following three options for final review by a department committee:

- 1. Oral comprehensive examination
- 2. EGME 597 Project (3-6 units)
- 3. EGME 598 Thesis (3-6 units)

Students enrolling in less than six units of Thesis/Project will be required to take an oral comprehensive exam. Students enrolling in six units of thesis or project may defend their thesis or project instead of taking an oral comprehensive exam.

MECHANICAL ENGINEERING COURSES

Courses are designated as EGME in the class schedule.

102 Graphical Communications (3)

Graphics as a fundamental means of communication in design. Development of spatial visualization. Freehand sketching and use of instruments, orthographic projection, pictorials. Dimensioning, tolerances, descriptive geometry, CAD principles and applications, AutoCAD, design procedure, cost analysis and freshman design project. (1 hour lecture, 6 hours laboratory) (CAN ENGR 2)

214 Basic Machine Shop Practice and Safety (2)

Prerequisites: Mathematics 115, 125 or equivalents. Introduction to machine shop practices and drill press, grinding wheel, lathe, vertical mill and band saw. Thorough safety procedures instruction on each machine. Student demonstrates safe practices on each machine. Introduction to measurement and tolerancing. Discussion and laboratory practice. (1 hour lecture, 3 hours laboratory.) Does not count toward fulfilling degree requirements. Credit/No Credit only.

286 Technology-Based Graphical Communication (3)

Prerequisite: Mathematics 130 or Mathematics 150A. Introduction to the techniques used in three-dimensional graphics, design and visualization to conceptualize, apply, analyze, synthesize, evaluate and communicate information concepts using available technology. No credit for Engineering/Computer Science majors. (2 hours lecture, 2 hours laboratory)

304 Thermodynamics (3)

Prerequisites: Chem 120A, Math 150B and Physics 225; Co-requisite: EGGN 205 or consent of instructor. Energy and its transformation; heat and work; conservation of mass and energy, system properties, irreversibility and availability. Ideal gases, heat engines and refrigeration (both ideal and actual), equipment selection and sizing.

306A Unified Laboratory (1)

Prerequisites: Physics 225 and EGME 102. Co-requisite: EGGN 205. Observations and measurements as an introduction to the experimental method. Static and dynamic measurements on engineering systems (beams, columns, pendulums, gyroscopes) using mechanical and electrical transducers. Principles of probability and statistics and their applications to experimental measurements. Report writing. (3 hours laboratory)

306B Fluids and Thermal Laboratory (1)

Prerequisites: EGME 306A and 333. Co-requisite: EGME 407. Continuation of EGME 306A. Flow measurement techniques using orifice plates, venturimeters. Pitot probes and nozzles. Temperature and pressure measurement. Experimental studies of fluid friction and heat exchanger performance. Use of microcomputers in data acquisition, reduction and analysis. Technical report writing. (3 hours laboratory)

322L Introduction to Computer-Aided Design (3)

Prerequisite: EGME 331, EGCE 302, or consent of instructor. Introduction to modeling, assembly, design documentation and analysis using typical commercial CAD/CAE software such as Mechanical Desktop, Pro/ENGINEER and ANSYS. Use of online resources in the collaborative design process. Design file transfer protocols. Design project using a technology based team environment. CAD/CAE system selection criteria. (1 hour discussion, 6 hours laboratory). (Same as Computer Science 322L)

331 Mechanical Behavior of Materials (3)

Prerequisites: Chem 120A, Math 250A, EGCE 201; Co-requisite: EGME 306A. Engineering properties of materials. Toughness and fatigue. Creep phenomena. Corrosion. Energy concepts. Beams and columns. Torsion. Combined stresses. Pressure vessels. Failure theories. Design of machine elements.

333 Fluid Mechanics and Aerodynamics (3)

Prerequisite: EGCE 201. Co-requisites: EGGN 205 and EGME 304. Principles of fluid mechanics and their applications; fluid properties; fluid statics; one-dimensional incompressible flow; concepts of multi-dimensional flows including conservation principles; similitude and dimensional analysis; internal and external viscous flow; elements of compressible flow; design considerations in fluid mechanics.

335 Introduction to Mechanical Design (3) 100000 hour 200000 814

Prerequisites: EGGN 205, EGCE 302 and EGME 102. Kinematics and dynamics of mechanisms; design and analysis of linkages, gears, and cams through the use of analytical, graphical and computer-aided techniques.

376A Dynamic Systems and Controls Laboratory (2)

Prerequisites: EGGN 308, EGCE 302, and EGME 306A. Co-requisite: EGEE 303. Dynamic systems, vibration, acoustics and other mechanical components; computer simulation of dynamic systems; robotics, computer controlled machining and automatic data acquisition.

376B Energy and Power Laboratory (2)

Prerequisites: EGME 304 and 306B. Mass transfer, heat transfer, and thermodynamic phenomena and their interaction with mechanical systems. Team projects, engineering reports. (6 hours laboratory)

407 Heat Transfer (3)

Prerequisites: Mathematics 250B and EGME 333. Principles of heat transfer and their applications: introduction to conductive, convective and radiation heat transfer; one-dimensional heat conduction; concepts of multi-dimensional conduction; convective heat transfer in conduits and external surfaces; heat exchangers and thermal system design.

410 Introduction to the Finite Element Method and Applications (3)

Prerequisite: approved study plan. Basic concepts of integral and matrix formulation of boundary value problems. One dimensional finite element formulation of heat transfer, truss beam and vibration problems. Applications of commercial finite element programs.

Selection criteria for code, element and hardware. CAD system interfaces.

411 Mechanical Control Systems (3)

Prerequisites: EGGN 205 and 308, and EGCE 302. Mechanical control system design and analysis. Pneumatic, hydraulic, electromechanical actuators and devices. Stability criteria, root locus plots, transfer functions, introduction to feedback control and microprocessor applications.

414 Design Project I (3)

Prerequisites: EGME 322L and 421. Co-requisite: EGME 426.

Design methodology, CAD/CAE philosophy, optimization, product liability, probability/statistical principles, ASME codes, safety, human factors, material selection, legal aspects of design, professional ethics. Design project to be completed in EGME 419, feasibility study, preliminary design, assembly drawings, interim project report. Oral presentation. (1 hour lecture and 6 hours laboratory)

417 Computational Heat Transfer (3)

Prerequisites: EGGN 205 and 308, and EGME 407. Computer visualization of 2-D/3-D temperature fields. Steady and unsteady conduction heat transfer. Incompressible free and forced convective boundary layer flows. Multiple surface radiation analysis. Boiling and condensation. Emphasis on design aspects of computational heat transfer and use of CFD codes.

418 Space and Rocket Engineering (3)

Prerequisites: EGCE 201, EGME 304, 331, and 333. Principles of rocket propulsion systems. Single and multi-stage rockets. Theory and application of orbital mechanics. Space flight maneuvers. Boosting a satellite into orbit. Spacecraft guidance and control. Trajectories to Moon and Mars.

419 Design Project II (2)

Prerequisite: EGME 414. Completion of the design project initiated in EGME 414. Construction of prototype, model or components.

Testing of the proposed design, and preparation of a final design report. Teamwork and communications skills are emphasized. Oral presentation is required. (6 hours laboratory)

421 Mechanical Design (3)

Prerequisites: EGCE 301 or EGME 331, and 335. Design and application of machine components such as brakes, clutches, gears, springs, fasteners, lubrication of machine elements, bearings, gaskets, seals, "O" rings, methods for study of impact, dynamic loading and fatigue; comprehensive treatment of failure, safety and reliability.

422 Mechanical Design Using Pro/ENGINEER (3)

Prerequisite: EGME 322L or equivalent. Modeling, assembly and design documentation using Pro/ENGINEER. Design of mechanical components and assemblies using Advanced Pro/ENGINEER features such as blends, drafts, user defined features, relations, family tables and assembly management. Collaborative design project, utilizing online resources. May be repeated for one credit.

424 Data Acquisition and Instrumentation Using LabVIEW (3)

Prerequisite: EGME 306A or equivalent. Graphical programming; design and development of virtual instruments using LabVIEW programming environment; building applications for data acquisition, measurement, testing, and control of engineering systems; collaborative term project. (2 hours discussion, 3 hours laboratory)

426 Design of Thermal and Fluid Systems (3)

Prerequisite: EGME 407. Integration of fundamental principles of thermodynamics, fluid mechanics, heat transfer and related subjects in the design of thermal and fluid systems. The design process is applied to pumps, fans, turbines, boilers, and heat exchangers using economics and optimization with case studies.

431 Mechanical Vibrations (3)

Prerequisites: EGGN 205 and 308, and EGCE 302. Modeling and analysis of single and multiple degrees of freedom systems. Response to forcing functions. Vibrations of machine elements. Design of vibration isolation systems. Balancing of rotating machinery. Random excitation and response of mechanical structures.

438 Analytical Methods in Engineering (3) 12 and 14 Methods in Engineering (3)

Prerequisite: EGGN 308. Ordinary and partial differential equations with constant and variable coefficients; orthogonal functions; conformal mapping; potential theory; engineering applications.

447 Piping Selection and Piping Network Design (3)

Prerequisites: EGME 333 and EGCE 301 or EGME 331. Pressure losses in piping networks; selection of piping based upon fluid, temperature, pressure and economic considerations; piping connections, fittings and components; stress analysis; review of national piping codes.

451 Heating, Ventilating and Air Conditioning Systems (3)

Prerequisites: EGME 304 and 407. The fundamentals of controlling heating, ventilating, and air conditioning systems. Theory and analysis of fundamental thermodynamics relating to these systems. Laboratory demonstrations of actual systems.

452 Fluid Machinery (3)

Prerequisites: EGME 304 and 333. Thermal and hydraulic design and analysis of pumps, fans, turbines and compressors. Component selection, system design and performance evaluations.

454 Optimization of Engineering Design (3)

Prerequisite: EGGN 308. Application of analytical and computer optimization techniques to engineering design problems. Presentation of design as an optimization task. One dimensional minimization. Unconstrained and constrained nonlinear programming.

Approximation concepts. Duality. Computer applications to design problems using a general purpose optimization program.

456 Introduction to Mechatronics for Engineers (3)

Prerequisites: EGGN 308, EGEE 303L, and EGME 306A. Introduction to mechatronics. Design issues. Sensors, actuators, programmable controllers. Hardware components for control systems. System performance. Data acquisition and control. Mechatronic control in automated manufacturing. Advanced applications and case studies. Design project.

457L Intelligent Systems Laboratory (2)

Prerequisite: EGEE 303L. Design and assembly of microprocessor-based mechanisms. Lab experiments encompass machine/high level programming, and interfacing of microcontrollers with sensors and actuators. Design project. (1 hour lecture, 3 hours laboratory)

459 Plastics and Other Non-Metallics (3)

Prerequisite: EGME 331. Simplified chemistry of plastics. Applications. Manufacturing processes. Methods for preventing deterioration of nonmetallic materials. Composites. Ceramics. Refractories. Wood. Destructive and nondestructive testing of nonmetallic materials.

460 Failure of Engineering Materials (3)

Prerequisite: EGME 331. Imperfections in solids; fracture initiation and crack propagation; dislocations; yield point phenomenon; fatigue; creep; ultrasonic effects; radiation damage; stress corrosion; hydrogen embrittlement; composite materials.

461 Fabrication Methods (3)

Prerequisite: EGME 331. Manufacturing processes. Metal joining processes. Casting, forging, powder metallurgy, machining and machining tools, finishing, coating, plating, non-metallic materials inspection and gaging, and tolerances.

462 Composite Materials (3)

Prerequisites: EGCE 301 or EGME 331. Application, mechanical properties and fabrication studies of fiber reinforced composite materials, stress analysis of laminated anisotropic composite structures. Studies of special problems unique to composites.

463 Introduction to Robotics (3)

Prerequisites: EGME 335. Co-requisite: EGME 376A. Kinematic, dynamic, control and programming fundamentals associated with industrial robots and programmable manipulators. Trajectory planning, application of robotics in manufacturing and integration of robots into flexible manufacturing systems.

475 Acoustics and Noise Control (3)

Prerequisite: Physics 227. Basic phenomena on the propagation, absorption and generation of acoustic waves, specification and measurement of noise, effects of noise on speech and behavior, legal aspects of industrial and building noise, principles and application of noise control.

480 Human Factors in Engineering (3)

Prerequisite: Approved study plan. Principles of design for making products and systems faster, easier, and more effective to use. Design project using these principles that consider human capabilities and limitation of senses and responses to sensory stimuli. Physiological, psychological and work factors are evaluated for design of equipment, work methods, environments and standards.

483 Computer-Aided Manufacturing (3)

Prerequisite: EGME 376A or equivalent. Introduction to computer-aided manufacturing processes. CNC machines, robot and PLC programming. Design for CIM. Fixed and flexible manufacturing systems. Process planning and scheduling. Simulation software for manufacturing systems. Laboratory experiments. (1 hour discussion, 4 hours laboratory)

486 Introduction to Electronics Packaging (3)

Prerequisites: EGEE 303 and EGME 306A. Electronic components and devices. The chip carrier, packaging and production of printed circuit boards. First, second and third level packaging. Introduction to thermal analysis and vibration of electronic equipment.

487 Thermal Control of Electronic Packaging (3)

Prerequisites: EGGN 308, EGME 304 and 486 or equivalent. Fluid mechanics and heat transfer as related to the thermal control of electronic packages of varying sizes. Analysis of individual components, complete, boards, and complete systems is considered. Both liquid and gas cooling mediums are covered.

490 Seminar in Engineering (1) (Formerly 370)

Prerequisite: senior standing in engineering. The engineering profession, professional ethics, and related topics. May be repeated once for credit with the approval of the department.

497 Senior Project (1-3)

Prerequisite: Consent of instructor, adviser and department head. Directed independent design project.

499 Independent Study (1-3)

Prerequisite: Approval of study plan by adviser and department head. Specialized topics in engineering, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

508 Advanced Inviscid Fluid Flow (3)

Prerequisites: EGGN 205 and 308, and EGME 333. Study of twoand three-dimensional potential flow theory. Sources, sinks, vortices, Rankine bodies, free jets, channel flow, air foils. Introduction to computational fluid dynamics. Complex potential and various transformation techniques are used.

511 Advanced Mechanical Vibrations (3)

Prerequisite: EGME 431. Vibrations in rotating and reciprocating machines; noise and vibration in fluid machinery; continuous systems; random vibrations; transient and nonlinear vibration, computer applications.

512 Advanced Mechanical Design and Management (3)

Prerequisite: EGME 421 or equivalent. Advanced modern mechanisms. Analysis and synthesis of mechanisms. Advanced topics in computer-aided design of mechanical, thermal and fluid systems. Methodology of modern design. Optimization in design.

516 Advanced Radiation Heat Transfer (3)

Prerequisite: EGME 407. Radiation heat transfer including the study of the geometric factor, black and real systems, and energy transfer in absorbing, scattering and emitting media, and radiation combined with other modes of energy transfer.

520 Advanced Viscous Fluid Flow (3)

Prerequisite: EGME 333. The fundamental equations of viscous fluid flow. Viscous drag estimation. Drag reduction methods. Introduction to instability and transition.

524 Advanced Thermodynamics (3)

Prerequisite: EGME 304. Equilibrium and stability criteria, third law of thermodynamics, multiple component systems, ionization, equilibrium reaction, lower core "ideal" gases, thermodynamic cycles.

526 Advanced Convective Heat Transfer (3)

Prerequisite: EGME 407. Convective heat transfer; heat transfer in external and internal flow fields for both laminar and turbulent fluid flow, applications.

530 Advanced Strength of Materials (3)

Prerequisite: EGME 421. Energy methods. Castigliano's theorem. Curved beams, beams on elastic supports, thickwall cylinders, shrink fits, localized stress, column instability, failure theories, bearings.

536 Advanced Conduction Heat Transfer (3)

Prerequisite: EGME 407. Conduction heat transfer; Bessel and Legendre functions, Fourier series solutions, heat sources and sinks, multidimensional problems, transient systems and numerical methods (finite difference and finite element methods).

538 Advanced Engineering Analysis (3)

Prerequisites: EGGN 403 and EGME 438. Partial differential equations in engineering, numerical techniques, integral equations, engineering applications.

540 Computer Applications In Engineering Design (3)

Prerequisite: EGGN 403. Computers and microprocessors in engineering design. Design methodology, modeling and simulation.

Geometric modeling. Design optimization. Expert systems in engineering design. Generalized programs and simulation languages are emphasized.

541 Finite Element Method for Mechanical Engineers (3)

Prerequisites: EGGN 403 and EGME 410. Matrix formulation of basic equations in steady state and transient heat conduction. Elements and interpolation functions. Non-linear problem formulation. Finite element computer programs in heat transfer, fluid dynamics and design.

554 Applied Optimal Mechanical Design (3)

Prerequisite: EGME 454 or equivalent. Formulation of design optimization problems in mechanical engineering. Review of mathematical programming methods. Practical aspects of optimization. Design of complex mechanical systems. Individual projects will be assigned to apply optimization techniques to an engineering system or component.

576 Advanced Dynamics & Control of Mechanical Systems (3)

Prerequisite: EGME 411. Advanced study of the dynamics and control of mechanical systems including: state space modeling, appear to Lyapunov stability, modern design techniques and case studies.

597 Project (1-6)

Prerequisite: Consent of Graduate Program Adviser.

598 Thesis (1-6)

Prerequisite: Consent of Graduate Program Adviser.

599 Independent Graduate Research (1-3)

Prerequisite: Classified graduate status. Open to graduate students only by consent of Mechanical Engineering Graduate Program Adviser. May be repeated for credit only upon approval by the Graduate Program Adviser.

English, Comparative Literature and Linguistics

College of Humanities and Social Sciences

INTRODUCTION

The discipline of English includes the study of British and American literature, the various kinds of writing, and the history, structure and dialects of the English language.

The major in English is a flexible program emphasizing skill(s) in writing, familiarity with and appreciation of the literatures of England and America, and knowledge of the nature and development of the English language.

Comparative literature is the study of world literature without specific regard for national or linguistic boundaries. It is comparative in that it deals with the relationships among different literatures. The comparatist studies not only the international literary masterpieces and historical periods of world literature, but also examines critical theories from a cross-cultural perspective. The major in comparative literature promotes the understanding of world literatures and cultures in various historical periods, including the present, for students with a special concern for the relationships among the languages and literatures of various civilizations. Comparative literature courses are conducted in English, and required reading is available in English.

The study of literature and language helps students to achieve a mature understanding of themselves and the world and to learn to read critically and analytically, write clearly and persuasively, and reason soundly. For these reasons such study is ideal preparation for professional training in fields such as law, medicine, and religion, or for responsible positions in business and industry. The major in English may be combined with preparation for elementary and secondary school teaching. In addition, the majors in English, Comparative Literature and Linguistics provide a foundation for students who intend to work for advanced degrees in preparation

for college teaching.

Advisers

English/Comparative Literature, Undergraduate:

All full-time faculty members serve as advisers

English/Comparative Literature, Graduate:
Susan Jacobsen

Teaching Credential: John White

Linguistics, Undergraduate: Franz Muller-Gotama

Linguistics, Graduate: Alan Kaye

An annual conference with a faculty adviser is required. New students must confer with an adviser in each of the first two semesters.

Credential Information

The bachelor's degree in English may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in English. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

DEPARTMENT CHAIR

Joseph Sawicki

VICE CHAIR

Ioanne Gass

DEPARTMENT OFFICE

University Hall 323

DEPARTMENT WEBSITE

http://hss.fullerton.edu/english/index.htm

PROGRAMS OFFERED

Bachelor of Arts in Comparative Literature

Master of Arts in Comparative Literature

Bachelor of Arts in English

Minor in English

Master of Arts in English

Minor in Linguistics

Bachelor of Arts in Linguistics

Master of Arts in Linguistics

FACULTY

Marlin Blaine, Cornel Bonca, Ellen
Coldwell, Mary Kay Crouch, Angela Della
Volpe, Sheryl Fontaine, Joanne Gass, Jane
Hipolito, Susan Jacobsen, Joanne Jasin, Helen
Jaskoski, Alan Kaye, Thomas Klammer,
Deborah Lawrence, Mohsen Mirshafiei, Helen
Mugambi, Franz Müller-Gotama, Keith
Neilson, Irena Praitis, Sally Romotsky, Chris
Ruiz-Velasco, Joseph Sawicki, Amy-ScottDouglass, Yichin Shen, Kay Stanton, Atara
Stein, John White, Heping Zhao

BACHELOR OF ARTS IN COMPARATIVE LITERATURE

The Bachelor of Arts in Comparative Literature requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. For the major, students must complete a total of 42 units of upper-division courses. In selecting courses, students are urged to consult a faculty adviser.

Required courses (English 300 and 18 units in comparative literature, including Comparative Literature 324, 325, and either English/Comparative Literature 450 or Comparative Literature 451)

British and American Literature (6 upper-division units listed under English)

Breadth Requirement (6 adviser-approved units in other fields such as anthropology, history, art history, music history or philosophy)

Electives (9 upper-division units in comparative literature, or literature courses in English or an adviser-approved foreign language)

Reading Competence in a Foreign Language

This requirement can be met by examination or by successful completion of an adviser- approved 400-level course offered by the Department of Modern Languages and Literatures, provided it is not taught in translation. Information on the examination is available in the Department of English, Comparative Literature, and Linguistics office.

MASTER OF ARTS IN COMPARATIVE LITERATURE

The master's degree program in comparative literature promotes the understanding of other literatures, peoples, and cultures in various historical periods, including the present, provides background for more advanced degrees, prepares teachers of world literature in the high schools and community colleges, and provides a liberal arts background for library studies.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information that the http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include a bachelor's degree from an accredited institution and a minimum GPA of 2.5 in the last 60 semester units attempted.

A writing sample will also be required of all applicants. The writing sample should demonstrate advanced skill in literary analysis and expository writing. A paper written for a course and analyzing one or more elements in one or more literary works is preferred; the submitted copy should include the instructor's name and institution, and the grade received. Applicants who do not have course papers available should contact the department graduate adviser for advice. The writing sample should be approximately five to ten pages long, and it need not include secondary research.

Graduate Standing: Classified

Classified standing requires:

 An undergraduate major in comparative literature, English or foreign language with a GPA of 3.0 or better in the upper-division major courses and a GPA of 2.5 in all other college and/or university work. If the student's degree is in another field, a total of 24 units of upper-division work in comparative literature, English or foreign language with a GPA of 3.0 will be required.

If the student lacks the prerequisite number of courses, they must be taken before beginning work in the master's degree program, with at least a 3.0 in such makeup course work. If the student's GPA in these probationary courses is 3.0 or better, classified standing may be granted. Courses taken to remove qualitative and quantitative deficiencies may not be applied to the M.A. program.

- Satisfactory completion of a written examination in an adviserapproved foreign language, or satisfactory completion of an upperdivision course taught in an adviser-approved foreign language.
- 3. Development of an approved study plan.

Study Plan

A minimum of 30 units of course work must be completed with a minimum GPA of 3.0 to be distributed as follows:

500-Level Courses (18 units)

This requirement is met by 15 units at the 500-level in comparative literature or courses cross-listed in English (one adviser-approved 500-level course in English may help satisfy this requirement) and one 3-unit course at the 500-level in a related area.

Upper-Division Courses (12 units)

Adviser-approved courses in comparative literature (6 units) Adviser-approved courses in a related area (6 units)

(At least 3 units of related course work must be in foreign literature, read in the original language.)

Comprehensive Exam

At the conclusion of all course work, the student will take a comprehensive examination for the master's degree. Each section of the four-part comprehensive examination must be passed before the degree will be awarded. Any section(s) failed may be repeated once only. Notice of intention to take the examination must be on file with the graduate secretary within six weeks of the first class of the semester.

Project Option

The candidate may elect to write a project. For information, consult the graduate adviser.

For further information, consult the Department of English, Comparative Literature, and Linguistics.

BACHELOR OF ARTS IN ENGLISH

The Bachelor of Arts in English requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The English major consists of 42 units. At least 30 units must be upper-division courses. In selecting courses, students are urged to consult a faculty member of the Department of English, Comparative Literature and Linguistics. English 101,

a graduation requirement for all students, is not part of the English major but is a prerequisite to further work in English.

Required Courses (9 units)

English 300 Analysis of Literary Forms (3)

English 301 Advanced College Writing (3)

English 316 Shakespeare (3)

Survey Courses (at least 6 units)

English 211 British Literature to 1760 (3)

English 212 British Literature from 1760 (3)

English 221 American Literature to Whitman (3)

English 222 American Literature from Twain to the Moderns (3)

Comp Lit 324 World Literature to 1650 (3)

Comp Lit 325 American Ballad and Folksong (3)

Period, Genre and Criticism Courses

(at least 9 units, including at least 3 units from courses prior to 1800, i.e., 423, 450, 451, 452, 453, 454, 455, 456)

English 423 Early American Literature (3)

English 450 Medieval Literature (3)

English 451 Elizabethan and Jacobean Drama (3)



English 452
Elizabethan Poetry
and Prose (3)

English 453 17th-Century Poetry and Prose (3)

English 454 The
Drama of the
Restoration and the
18th Century (3)

English 455
Restoration and 18th
Century Poetry and
Prose (3)

English 456 The
Development of the
English Novel
Through Jane
Austen (3)

English 457 The Romantic Movement in English Literature (3)

English 458 Victorian Literature (3)

English 459 The Development of the 19th Century English Novel (3)

English 462 Modern British and American Novels (3)

English 463 Contemporary Novels in English (3)

English 464 Modern British and American Drama (3)

English 465 Contemporary Drama in English (3)

English 466 Modern British and American Poetry (3)

English 467 Contemporary Poetry in English (3)

English 491 Traditions of English Literary Criticism (3)

English 492 Modern Critical Theory (3)

Major Author Courses (at least 3 units)

English 315 Chaucer (3)

English 317 Milton (3)

Language Courses (at least 3 units)

English 303 Structure of Modern English (3)

English 305 The English Language in America (3)

Electives (at least 12 units)

Chosen from English, Comparative Literature and Linguistics courses numbered 201 and above.

MINOR IN ENGLISH

Students must complete a total of 21 units, including 15 units as described below and 6 units of electives. No more than six units of lower-division course work can be applied to the minor. In selecting courses, students seeking a minor in English should consult a faculty member of the Department of English, Comparative Literature, and Linguistics.

Required Courses (9 units)

English 300 Analysis of Literary Forms (3)

English 301 Advanced College Writing (3)

English 316 Shakespeare (3)

Survey Courses (at least 6 units)

English 211 British Literature to 1760 (3)

English 212 British Literature from 1760 (3)

English 221 American Literature to Whitman (3)

English 222 American Literature from Twain to the Moderns (3)

Comp Lit 324 World Literature to 1650 (3)

Comp Lit 325 World Literature from 1650 (3)

Electives (at least 6 units)

Chosen from additional English, Comparative Literature and Linguistics courses, with the exception of English 101 and 200.

Students may take the approved upper-division writing course(s) in their majors instead of English 301. They must, however, complete 21 units in English, Comparative Literature and Linguistics.

MASTER OF ARTS IN ENGLISH

The master's degree program in English offers students the opportunity to achieve a multifaceted understanding of literature and language. The degree is useful to those already teaching in high schools or interested in community college teaching, to those seeking careers in writing and publishing, and to those intending to take further graduate work.

Admission to Graduate Standing

Applicants are encouraged to make an appointment with the department graduate adviser. The adviser will review transcripts, advise applicants regarding prerequisites, and determine if any courses apply to the degree program.

Admission requirements for conditionally classified standing are outlined below.

Admission to the master's degree program is a prerequisite to enrollment in all graduate courses.

University requirements include a bachelor's degree from an accredited institution and a minimum GPA of 2.5 in the last 60 semester units attempted.

 The Department requires a bachelor's degree in English or Comparative Literature from an accredited institution with at least a 3.0 grade-point average in the upper-division major courses, provided that a minimum of 24 units of upper-division course work is included.

If the applicant holds a bachelor's degree in another major, 24 units of upper-division course work in English must be completed with at least a 3.0 grade-point average before beginning work in the master's degree program. In the event that the applicant's GPA in prerequisite English courses is less than 3.0, six to nine units of probationary, adviser-approved course work may be assigned. If the GPA in these probationary courses is 3.0 or better, the student may be classified.

Some courses taken to make up qualitative deficiencies may be credited toward the M.A., if completed with a grade of B or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.

- 3. A writing sample will also be required of all applicants. The writing sample should demonstrate advanced skill in literary analysis and expository writing. A paper written for an upper-division literature course and analyzing one or more elements in one or more literary works is preferred; the submitted copy should include the instructor's name and institution, the instructor's comments, and the grade received. The writing sample should be approximately five to ten pages long, and it need not include secondary research. Applicants who do not have course papers available should contact the department graduate adviser for advice.
- Applicants must submit three letter(s) of recommendation from individuals best qualified to judge their potential for graduate study in English.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Foreign Language Requirement

Students must satisfy a foreign language requirement with one of the following options:

(1) two years of one foreign language at the college or university level, (2) one 400-level course in a foreign language or in literature taught in a foreign language, (3) Linguistics 406 Descriptive Linguistics or Linguistics 412 Sociolinguistics OR (4) another 400-level linguistics course approved by the graduate adviser. This requirement may be satisfied prior to or after admission to the M.A. program.

Study Plan

The graduate program in English comprises 30 units of course credit. All courses must be approved by the graduate adviser.

A study plan must be developed and approved for admission to classified graduate standing within the student's first nine units of graduate coursework. Courses taken by a student admitted to the program with conditionally classified status do not necessarily apply toward the degree. No more than nine units of postgraduate course

work may be applied to the master's degree program. See the graduate adviser for further information.

The study plan allows three units of adviser-approved course work outside the department and/or three units of graduate independent study. No more than six units are allowed at the 400-level. In addition, at least one proseminar or seminar must be in Comparative Literature or cross-listed in Comparative Literature. A project and comprehensive exam are required of all students. Students are encouraged to take English 500 in their first semester.

Core courses (6 units)

English 500 Introduction to Graduate Studies in Literature (3) Analysis of Discourse (3 units from English 491, 492, 579T)

Proseminars (12 units)

Students are encouraged to satisfy the proseminar requirements prior to taking seminars.

Seminars (9 units)

Students choose from adviser-approved seminar courses (English or Comparative Literature 509, 571T, 572T, 573T, 574T, 575T, or 591T).

Project (3 units)

In addition to the written exam described below, students are required to complete a project in the project writing course (for the course number, title and description, please consult the English department office). Students who plan to do a creative writing project may take a maximum of six units of creative writing workshops, one of which must be at the 500-level.

Project proposals are due before the end of the eighth week of the semester preceding enrollment in the project writing course and are reviewed by the department Graduate Studies Committee. Please consult the graduate adviser or department office for further details.

Written Exam

In order to complete degree requirements, students must pass a two-part written exam involving analysis and synthesis. Failed parts of the exam may be retaken only once. The deadline to file a notice of intention to take the examination is the end of the third week of the semester in which the student plans to take the exam.

BACHELOR OF ARTS IN LINGUISTICS MINOR IN LINGUISTICS MASTER OF ARTS IN LINGUISTICS

For information on these programs and a listing of linguistics courses, please consult the "Linguistics" section of this catalog.

COMPARATIVE LITERATURE COURSES

Courses are designated as CPLT in the class schedule.

110 Literature of the Western World from Ancient through Medieval Times (3)

(Same as English 110)

111 Literature of the Western World from the Renaissance through the 19th Century (3)

(Same as English 111)

257 Writing Haiku (1) (Same as English 257)

312 The Bible as Literature (3)

Prerequisite: completion of General Education category III.B.2. Literary qualities of biblical literature and the influence of major themes upon Western literary traditions. (Same as Comparative Religion 312)

315 Classical Mythology in World Literature (3)

Prerequisite: completion of General Education category III.B.2. Greek and Roman myths which have been of continuing significance in Western world literature.

324 World Literature to 1650 (3)

Prerequisites: junior or senior standing and completion of any literature course from General Education category III.B.2. Asian and Western literature from the beginning to 1650.

325 World Literature from 1650 (3)

Prerequisites: junior or senior standing and completion of any literature course from General Education category III.B.2. Asian and Western literature from 1650 to the present.

347 The Fairy Tale (3)

(Same as English 347)

355T Images of Women in Literature (3)

(Same as English 355T)

373 Nineteenth Century Russian Literature (3)

Prerequisites: junior or senior standing and completion of any literature course from General Education category III.B.2. Major writers such as Pushkin, Gogol, Dostoyevsky, Tolstoy, Chekhov, and their relationship to Western literature.

374 Twentieth Century Russian Literature (3)

Prerequisite: completion of any literature course from General Education category III.B.2. Soviet peoples' literature from 1918 to the present. Basic trends in literary criticism. Major writers such as Gorky, Blok, Mayakovsky, Zamyatin, Zoshchenko, Akhmatova and Pasternak.

380 Introduction to Asian Literature (3)

Prerequisite: completion of any literature course from General Education category III.B.2. Selected translations of Arabic, Persian, Indian, Chinese and Japanese literature.

381 African Literature (3)

(Same as English 381 and Afro-Ethnic Studies 381)

382T Topics in Asian Literature (3) (Formerly 423T)

Prerequisite: completion of any literature course from General Education category III.B.2. Specific topics will vary from semester to semester. May be repeated with different content for additional credit.

450 Medieval Literature (3)

(Same as English 450)

451 Literature of the Renaissance (3)

Prerequisites: survey of English, American, or world literature; an upper-division literature course; or equivalent. The Renaissance as a literary movement, from Erasmus to Montaigne and Cervantes.

499 Independent Study (1-3)

Prerequisite: junior or senior standing.

525T Proseminar in Literature, Rhetoric, or Writing (3)

(Same as English 525T)

571T Graduate Seminar: Major Writers (3)

(Same as English 571T)

572T Graduate Seminar: Literary Genres (3)

(Same as English 572T)

574T Graduate Seminar: Special Problems in Literature (3)

(Same as English 574T)

575T Graduate Seminar: Topics in Teaching (3)

(Same as English 575T)

579T Graduate Seminar: Problems in Criticism (3)

(Same as English 579T)

597 Project (3)

(Same as English 597)

599 Independent Study (1-3)

ENGLISH COURSES

Courses are designated as ENGL in catalog. For world literature in English translation, see courses under Comparative Literature (CPLT)

099 Developmental Writing (3) with most amplication and the many section and the many section and the section

An intensive course in basic writing skills. Designed to prepare students for English 101. Required of, and open only to, students who score below minimum standard on the English Placement Test (EPT). Degree credit is not awarded for this course. Instructional fee. (Same as Foreign Language Education 099)

101 Beginning College Writing (3)

Prerequisite: English 099, a satisfactory score on the English Placement Test, or exemption from the EPT. An introductory course in the fundamentals of expository prose. Emphasizes grammatical and basic rhetorical concepts and practices necessary for successful college writing. Instructional fee. (CAN ENGL 2)

105 Introduction to Creative Writing (3)

Exploratory creative writing with the opportunity to write in various genres. No credit toward the major.

110 Literature of the Western World from Ancient through Medieval Times (3)

Representative writers and works from the ancient through the medieval world. (Same as Comp Lit 110)

111 Literature of the Western World from the Renaissance through the 19th Century (3)

Representative writers and works from the Renaissance through the 19th century. (Same as Comp Lit 111)

199 Intensive Writing Review (3)

Prerequisite: consent of instructor. Restricted to students who have failed the EWP at least twice. Intensive review of the fundamentals of writing expository prose. Meets examination portion of baccalaureate writing requirement. Carries no credit toward graduation.

200 Introduction to Literature (3)

An introduction to the study of fiction, drama and poetry. Concentration on the critical understanding of literary types rather than on their historical development. Carries no credit toward the major.

204 Intermediate Creative Writing (3)

Prerequisite: Completion of General Education Category III.B.2. A course providing experience in creative writing beyond the introductory level. Emphasis on poetry, the short story, and/or the one-act play.

211 British Literature to 1760 (3) (Formerly 311)

Major periods and movements, major authors, and major forms through 1760.

212 British Literature from 1760 (3) (Formerly 312)

Major periods and movements, major authors and major forms from 1760 through modern times.

221 American Literature to Whitman (3) (Formerly 321)

Major writers such as Hawthorn, Poe, Melville, Emerson, Thoureau, Whitman, and Dickinson.

222 American Literature from Twain to the Moderns (3) (Formerly 322)

Major writers such as Twain, James, Crane, Hemingway, Faulkner, O'Neill, Frost, and Elliot.

257 Writing Haiku (1)

After a brief study of the development of haiku in Japan, students will write and revise haiku in English and share them with the class. With consent of instructor, may be repeated for no more than three units of credit. (Same as Comp Lit 257)

300 Analysis of Literary Forms (3)

The main literary forms-prose fiction, poetry and drama-are studied and analyzed. English majors should schedule this basic course as early as possible.

301 Advanced College Writing (3)

Prerequisite: English 101. An advanced course in writing expository prose. Emphasizes precision in rhetoric and development of individual style by concentration on matters of diction, audience, emphasis and persuasion. Required of English majors seeking a secondary credential. Instructional fee.

303 The Structure of Modern English (3)

Prerequisite: junior standing. The grammar of contemporary English. Modern English usage. Required of English majors seeking a secondary credential. Must be taken before student teaching.

305 The English Language in America (3) The English Language in America (4) The English (4) The En

American English, its origins, its regional and social dialects, and its role in American history and in such institutions as schools, corporations, government, and the media. (Same as Linguistics 305)

315 Chaucer (3)

Prerequisite: English 101 or equivalent. The Canterbury Tales and Chaucer's language. The vocabulary, pronunciation, grammar and syntax of the East Midland dialect of Middle English.

316 Shakespeare (3)

Prerequisite: English 101 or equivalent. A study of the major plays.

317 Milton (3)

Prerequisite: English 101 or equivalent. The poetry and prose in the light of Milton's intellectual development.

323T Cultural Pluralism in American Literature (3)

Prerequisite: junior or senior standing. The role of varied cultural groups in the USA as exemplified in American literature. Topics may include Jewish writers, images of immigrants, Asian-American writers, American Indian literatures, and others.

324 Introduction to Afro-American Literature (3) (Formerly 424)

(Same as Afro-Ethnic 324)

325 American Ballad and Folksong (3)

Anglo-American balladry and folksong; their historical development, ethnic background and poetical values.

326 The American Frontier in Literature (3)

Prerequisite: any courses in American literature, American studies or American history. Thematic study of American literature as it reflects the changing frontier experience and establishes national myths and $\ ^{\&}$ symbols.

327 Asian American Literature (3)

(Same as Asian American Studies 327)

328 Literature of the American Indians (3) (Formerly 420)

Prerequisite: completion of any literature courses from General Education category III.B.2. The prose and poetry of the North American Indian tribes.

341 Children's Literature (3) (Formerly English 433)

Prerequisite: completion of any literature course in General Education category III.B.2. World literature written primarily for children, including material from the oral tradition, realistic fiction, fantasy, and poetry. Not applicable for graduate degree credit.

347 The Fairy Tale (3)

Prerequisite: English 101. The development of the fairy tale in English. Includes early continental influences and covers such authors as the Brothers Grimm, H.C. Anderson, C. Rosetti, MacDonald, Barris, and Sendak. (Same as Comp Lit 347)

355T Images of Women in Literature (3)

Prerequisite: junior or senior standing. Images of women in genres such as autobiography, poetry, drama, novel. Individual sections may treat conventional literary periods or specific cultures. May be repeated with different content for additional credit. (Same as Comp Lit 355T)

360 Scientific and Technical Writing (3)

Open to science and non-science students. Scientific and professional writing and editing, with attention to outlines and abstracts, description, process explanation, instructions, and fundamentals of reports, feasibility studies, proposals, internal memos, and letters.

365 Legal Writing (3)

Advanced compositions stressing logic, reasoning, and legal analysis.

370 Horror Fiction (3)

Prerequisite: English 101 or equivalent. Horror/occult fiction (or "dark fantasy") from Mary Shelley to the present, including such writers as E. A. Poe, J. S. LeFanu, Bram Stoker, H. P. Lovecraft, Fritz Leiber, and Stephen King.

371 Fantasy Fiction (3) In an indicate the about of moleculorist

Prerequisite: English 101 or equivalent. Fantasy in literature from Ariosto to Brautigan.

372 Detective Fiction (3)

Prerequisite: English 101 or equivalent. Detective fiction from Edgar Allan Poe to the present, including writers such as Sayers, Christie, Chandler, Hammett, and Ross MacDonald.

373 Science Fiction (3)

Prerequisite: English 101 or equivalent. Science fiction as a literary genre, including future-scene fiction, the utopian novel, the superman/woman novel and short stories.

374 The Gothic Novel (3)

Prerequisite: English 101. The development of the Gothic Novel in England from 1750-1850, including such authors as Walpole, Smith, Radcliffe, Lewis, Mary Shelley, Austen, Maturin, and Emily Brontë.

381 African Literature (3)

Prerequisite: completion of any literature course from General Education category III.B.2 African literature written in the English language; the fiction, poetry and drama of the new nations. (Same as Comparative Literature 381 and Afro-Ethnic Studies 381)

402 Theories of Response to Written Composition (2)

Prerequisite: English 301 and 303 or equivalents. Corequisite: English 4025. The course does not lend itself to a multi-level differentation in student performance that serves as the basis for the letter grade option. Offered credit/no credit only.

402S Tutor Supervision (1)

Prerequisites: English 301 and English 303. Corequisite: English 402. Supervision of Writing Center tutors. Offered credit/no credit only.

404T Advanced Creative Writing (3)

Prerequisite: English 204 or its equivalent. Instruction and practice in a workshop setting for the student with some experience in creative writing; emphasis on writing for professional markets. Consult the class schedule to determine section's emphasis. May be repeated for credit.

416 Studies in Shakespeare (3) and I add to manage swell will deep

Prerequisite: English 316 or consent of instructor. Problems of dramatic structure and artistic meanings.

423 Early American Literature (3)

Prerequisite: English 321. Literature of colonial and revolutionary America, including the Puritans, 18th century deism and rationalism, and the literary antecedents of American democratic thought.

429 American Landscape in Literature (3)

The American landscape in literature. Literary perception of our environment, with special attention to what perceptions of the landscape reveal about human nature.

434 Literature for Junior and Senior High School (3)

Prerequisite: junior or senior standing. The evaluation, selection, and interpretation of fiction, non-fiction, drama, and poetry reflecting the broad range of interest of young people from 12 to 17 years of age.

442 Changing Words: History, Semantics, and Translation (3)

(Same as Linguistics 442)

450 Medieval Literature (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Readings in modern English translation from the medieval literature of England and the continent from St. Augustine to Sir Thomas Malory. (Same as Comparative Literature 450)

451 Elizabethan and Jacobean Drama (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The dramatic tradition in plays by such dramatists as Marlowe, Jonson, Webster, Beaumont and Fletcher.

452 Elizabethan Poetry and Prose (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The non-dramatic literature of the English Renaissance.

453 17th-Century Poetry and Prose (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Non-dramatic literature of the period from 1603 to 1660 excluding Milton.

454 The Drama of the Restoration & the 18th Century (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Representative plays of the Restoration and the 18th century. The development of such dramatic movements as the heroic play, Restoration comedy, and response to the century of the restoration comedy.

455 Restoration and 18th Century Poetry and Prose (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Butler, Rochester, Dryden, Pepys, Swift, Addison and Steele, Pope, Boswell, Johnson, and selected minor writers.

456 The Development of the English Novel through Jane Austen (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The English novel from its beginnings to the 19th century including such novelists as Defoe, Richardson, Fielding, Sterne, and Austen.

457 The Romantic Movement in English Literature (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

458 Victorian Literature (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major writers such as Carlyle, Tennyson, Browning, Arnold, Ruskin, and Pater.

459 The Development of the 19th Century English Novel (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Major novelists such as the Brontes, Thackeray, Dickens, Eliot, and Hardy.

462 Modern British and American Novels (3)

Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. Modern British and American novels from 1900 to 1950.

463 Contemporary Novels in English (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. The novel in English since World War II.

464 Modern British and American Drama (3)

Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. British and American drama from 1900 to 1950.

465 Contemporary Drama in English (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Drama in English from 1950 to the present.

466 Modern British and American Poetry (3)

Prerequisite: survey of English, American or world literature; an upper-division literature course; or equivalent. British and American poetry from 1900 to 1950.

467 Contemporary Poetry In English (3)

Prerequisites: survey of English, American or world literature; an upper-division literature course; or equivalent. Poetry in English from 1950 to the present.

491 Traditions of English Literary Criticism (3)

Prerequisite: English 300 or equivalent. The major English critics, from the Renaissance to the beginning of the 20th century, in relationship to the classical theories of criticism.

492 Modern Critical Theory (3) Applications has pullinger 2 1008

Prerequisite: English 300 or equivalent. The major movements in 20th-century British and American criticism.

498 English Internship (3)

Prerequisites: junior or senior status and consent of faculty supervisor. Experience in the practical application of studies in literature and language to work outside the university. Hours to be specified; enrollment limited; C/NC; no credit toward major.

499 Independent Study (1-3)

Prerequisite: junior or senior standing. Open to advanced students in English with consent of department chair. May be repeated for credit

500 Introduction to Graduate Studies in Literature (3)

Research techniques, analytical approaches and theories of literature.

A course providing basic orientation in graduate literary studies.

509 Creative Writing Workshop (3)

An intensive graduate-level workshop in creative writing. Students will produce their own work, write critiques of others' works, and discuss opportunities for publication. Recommended for students with an interest in creative writing. Workshops may focus on the writing of poetry or fiction or of a mix of fiction and drama, depending on expertise of instructor. May be repeated for credit with different topic.

510 Rhetorical Criticism and Disclosure Analysis (3)

This course will cover theories of disclosure and rhetorical analysis ranging from an overview of historically foundational/classical readings and approaches to contemporary rhetorical theories and their applications to textual criticism.

525T Proseminar in Literature, Rhetoric, or Writing (3)

Comprehensive readings course focusing on a key area in literature, rhetoric or writing. Examines major primary works and where they exist, major critical texts representing the area. Students are strongly advised to take proseminars before enrolling in seminars. May be repeated for credit with a different topic. (Same as Comp Lit 525T)

571T Graduate Seminar: Major Writers (3)

As appropriate to the specialized research and publication of instructor, major figures such as Shakespeare, Dante, Shakespeare, Cervantes, Goethe, Bronte, Twain, Joyce, Woolf, and Morrison. May be repeated with different content for additional credit. (Same as Comp Lit 571T)

572T Graduate Seminar: Literary Genres (3)

As appropriate to the specialized research and publication of instructor, major literary types such as the epic, the novel, the short story, lyric poetry, tragedy, comedy, and historical drama. May be repeated with different content for additional credit. (Same as Comp Lit 572T)

573T Graduate Seminar: Cultural Periods (3)

As appropriate to the specialized research and publication of instructor, the literature of a cultural period from Anglo-Saxon to modern times. May be repeated with different content for additional credit

574T Graduate Seminar: Special Problems in Literature (3)

As appropriate to the specialized research and publication of the instructor, special problems such as influences on literature, including philosophical, religious, scientific, geographic, and other ecological viewpoints. May be repeated with different content for additional credit. (Same as Comp Lit 574T)

575T Graduate Seminar: Topics in Teaching (3)

Specific topics will vary from semester to semester. May be repeated with different content for additional credit. (Same as Comp Lit 575T)

579T Graduate Seminar: Problems in Criticism (3)

Historical development and schools of criticism. Individual offerings within this course number may deal with only one aspect of critical problems. May be repeated with different content for additional credit. (Same as Comparative Literature 579T)

590 Writing Theory and Practice for Teaching Associates (3)

Prerequisite: English 402 and admission to the English Department Teaching Associate Program. Theory and practice of the composing process for the beginning college teacher of expository writing. Required of all English Department Teaching Associates during their first semester of teaching.

590S Teaching Associate Supervision (1)

Prerequisite: English 590. Supervised teaching of developmental writing and freshman composition. No credit toward the M.A. in English. This course may be repeated for credit.

591T Seminar: Topics in Rhetoric and Composition (3)

As appropriate to the specialized research of instructor, special topics on rhetoric and composition, including historical and theoretical approaches. May be repeated with different content for additional credit

595 M.A. Project Writing (3)

This course will guide students through the process of writing an M.A. project in literature, rhetoric and composition, or creative writing. To enroll in the course, students must receive prior departmental approval of their M.A. project proposal.

597 Project (3)

Prerequisite: classified graduate standing. A research paper, a critical study, a portfolio of creative writing, or the results of fieldwork or experiment. Supervising professor and English department graduate studies committee must approve the proposal in advance of registration. (Same as Comparative Literature 597)

599 Independent Graduate Research (3)

Research projects in areas of specialization beyond regularly offered course work. Oral and written reports. May be repeated with different content for additional credit.

ENGLISH EDUCATION COURSES

Courses are designated as ENED in catalog.

442 Teaching English in the Secondary School (3)

Prerequisite: admission to teacher education. Principles, methods and materials of teaching English in the secondary school.

449E Externship in Secondary Teaching (3)

Student teaching in the secondary school during the first semester of the teacher preparation program. The candidate plans and teaches assigned lessons during the last third of the semester.

449I Internship in Secondary Teaching (10)

Student teaching in the secondary school during the second semester of the teacher preparation program. The candidate has the same instructional hours of responsibility as the master teacher.

449S Seminar in Secondary Teaching (3)

Taken concurrently with Ed Sec 449I. Seminar in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

Environmental Studies

College of Humanities and Social Sciences

INTRODUCTION

The masters program in Environmental Studies is a broadly-based interdisciplinary program that focuses on human interaction with the environment. The program is geared for students entering the rapidly expanding environmental field, especially in science, planning and regulation, and education. Because the scale and scope of environmental issues vary from local and practical to international and theoretical, the program seeks to integrate knowledge and approaches from a range of related disciplines in the sciences, social sciences, and humanities. Topics include environmental policy, management, pollution, law, philosophy, economics, planning, regulation, and education. Given the range of their academic backgrounds, students are encouraged to craft a study plan that meets their own particular career or avocational goals. Students demonstrate their expertise in one of the environmental concentrations by preparing a thesis or project.

Students select a course of study consistent with one of the following three concentrations:

Environmental Sciences

This area deals with the application of physical and biological science principles to environmental issues. Topical concerns include environmental ecology, water and air resources, and environmental geology. Students in this emphasis typically have a strong background in biology, chemistry, earth science, engineering, geography, geology or mathematics.

Environmental Policy and Planning

This area deals with the concepts and methods of the social and behavioral sciences as applied to environmental policy and planning. Topical concerns include urban and regional planning, environmental aspects of administration, design, ethics, perception, law and economics. Students in this area come from many backgrounds, including the natural, social or behavioral sciences, or the humanities.

Environmental Education and Communication

This emphasis seeks to develop a body of knowledge that is consistent with the needs of the classroom teacher, the outdoor naturalist or the communication specialist. Students in this emphasis area should have a background in natural science, education or communications.

International Learning Opportunities in Environmental Studies

Because many environmental problems are trans-boundary in nature, our curriculum necessarily addresses issues that are international in scope. From topical courses, such as Environmental Ethics and Global Environmental Issues, to region-specific courses, such as Endangered Primates and Tropical Rainforests, students tackle an array of internationally significant environmental problems. This experience is enhanced further through interaction with the significant number of international students enrolled in the program.

MASTER OF SCIENCE IN ENVIRONMENTAL STUDIES

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a gradepoint average of 3.0 in the last 60 units of course work attempted. In addition, two letters of recommendation are required, at least one of which must come from a college or university.

PROGRAM COORDINATOR

Robert Voeks

ASSISTANT COORDINATOR

Tracy Briggs

PROGRAM OFFICE

Humanities 407

DEPARTMENT WEBSITE

http://hss.fullerton.edu/envstud/index.html

PROGRAM OFFERED

Master of Science in Environmental

PROGRAM COUNCIL AND ADVISERS

Michael Steiner (American Studies),
Gordon Bakken (History), Dennis Berg
(Sociology), Vincent Buck (Political Science),
John Foster (Geological Science), Andrea
Guillaume (Elementary Education), Morteza
Rahmatian (Economics), Prem Saint (Geological
Sciences), Coleen Delaney-Rivera (Anthropology),
Jonathan S. Taylor (Geography) C. Eugene
Jones (Biological Science), Harold Rogers
(Chemistry) Chad Briggs (Political Science),
Theodore Hromadka (Mathematics), Jeff Kuo
(Civil Engineering).

An undergraduate course in ecology and one in statistics are prerequisites for admission. Students without these prerequisites will be admitted provisionally but must take these courses during their first year in the program.

Graduate Standing: Classified

After completion of no more than nine semester units of adviserapproved course work and the development of an approved study plan, the student should apply for classified standing.

STUDY PLAN

The M.S. in Environmental Studies requires the completion of 36 units of adviser-approved course work with a GPA of 3.0 or better and a thesis or project. The student's thesis committee should be comprised of three members, representing at least two different fields, with one being a member of the Environmental Studies Council. A student's project is supervised by a single faculty member.

Environmental Studies Core (9 units)

ENST 500 Environmental Issues and Approaches (3)

ENST 510 Environmental Evaluation and Protection (3)

ENST 520 Environmental Research and Analysis (3)



Environmental Studies Electives (9-15 units)

Choose from:

Topics in
Environmental
Problems (3)

ENST 596 Internship in Environmental Studies (3)

ENST 599
Independent
Graduate
Research (3)

Cross-Disciplinary Electives Work (9-15 units)

Courses outside Environmental Studies are chosen with prior approval of the faculty adviser and consistent with the student's area of concentration.

No more than 12 units can be taken from the undergraduate major department. A three- unit planning course must be included.

Thesis 598 or Project 597 (3 units)

All Environmental Studies students are required to register in ENST 597 Project or ENST 598 Thesis exit research option. Students may only register for this course once. If they do not complete their project or thesis within this semester, they will be assigned a grade of RP for the course until a letter grade can be assigned. Since students are required to maintain continuous enrollment, they must register in GS 700 either through University Extension or CSUE. Students may only enroll in GS 700 through University Extension for one semester if they are working on a project and for two semesters if they are working on a thesis.

The deadline for project completion is the last day of the final exam period each semester. The deadline for thesis completion is set by the university (usually three weeks before the end of exam week). By the thesis/project deadline, a notification of completion form must be submitted with the faculty supervisor's signature and (if applicable) with change of grade card(s) from the faculty supervisor. In addition, all students must submit a completed copy of the project or, for a thesis, a receipt from the thesis-binding department of the bookstore indicating that a bound and title-embossed copy of the thesis has been ordered for the Environmental Studies program office.

For further information, consult the graduate program adviser.

ENVIRONMENTAL STUDIES COURSES

500 Environmental Issues and Approaches (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Discussions of interdisciplinary approaches to environmental problems and research methods. Students prepare seminars and papers on research design for potential thesis topics. Meets graduate writing requirement.

510 Environmental Evaluation and Protection (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Environmental parameters (water, air, solid wastes, noise, radiation, etc.). Techniques in monitoring and measurement; effect on human health; environmental quality standards and controls. Demonstrations and field trips.

520 Environmental Research and Analysis (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Research methods and statistics used in the field of environmental studies. Research tools used in such areas as environmental field studies, environmental experiments, social environmental impacts, environmental attitudes and behavior and environmental trend analysis. Use of secondary data sources and computer required.

595T Selected Topics in Environmental Problems (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Various environmental topics, contemporary or historic, that focus on problems (e.g., law, endangered habitats, planning, global environmental issues, etc.) Topic chosen and outline will be circulated prior to registration. May be repeated four times (with different topics) for credit.

596 Internship in Environmental Studies (3)

Prerequisite: graduate standing in Environmental Studies or consent of instructor. Field experience with a governmental or private agency.

597 Project (3)

Prerequisites: classified status in Environmental Studies program and consent of instructor and program coordinator. Planning, preparation and completion of an acceptable, interdisciplinary project. Credit on submission of project.

598 Thesis (3)

Prerequisites: classified status in Environmental Studies program and consent of instructor and program coordinator. Planning, preparation and completion of an acceptable, interdisciplinary thesis. Credit on submission of thesis.

599 Independent Graduate Research (1-3)

Prerequisite: graduate standing in Environmental Studies and consent of instructor and program coordinator. May be repeated for credit for a maximum of three units..

DEPARTMENT CHAIR

John Erickson

DEPARTMENT OFFICE

College Park 1060-2

DEPARTMENT WEBSITE

http://business.fullerton.edu/finance

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Finance

Master of Business Administration

Concentration in Finance

FACULTY

Su Chan, Carolyn Chang, Donald Crane, John Erickson, Joseph Greco, Tsong-Yue Lai, Yuming Li, Weili Lu, Yun Park, Catherine Richert, Zekiye Selvili, Mark Stohs, Charles Tu, Donald Valachi, Blaine Walgren, Ko Wang

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. In addition, advising on curriculum content and career opportunities may be obtained from the chair of the Finance Department or from:

Financial Management
Yun Park, Mark Stohs

Personal Financial Planning
Donald Crane

Real Estate
Ko Wang, Donald Valachi

Securities and Investments
Tony Lai, Yuming Li

Insurance and Financial Services
Weili Lu

International Finance

Joseph Greco

INTRODUCTION

In choosing their coursework, students are advised (but not required) to choose one of the five areas (advisory tracks) of study within the finance concentration. The corporate/international financial management track is designed to provide entry-level skills for students interested in the financial management of a non-financial firm. The international component of this track is designed for students who are interested in international corporate financial management. The financial institutions track may lead to employment in banks or savings and loan associations. The investment/financial planning track is designed for students interested in positions with brokerage firms or financial planning firms. The insurance and financial services track is designed for students interested in positions with life insurance firms. The real estate track is designed for students interested in careers in commercial brokerage, property management, property development and real estate finance. Students may also combine courses from different advisory tracks to meet a specialized educational objective.

Awards in Finance

Finance Outstanding Service Award
Finance Outstanding Student Award
Financial Executives Award
Peter M. Mlynaryk Outstanding Real Estate Student Award
John Nichols Investment Trust Award
9 ERZ/STARZ Target of Management Scholarships
Edward D'Cunha
Mercury Insurance Group
Pacific Life
Golden Eagle
AAA
Rims
ISO
Chen-da Su Insurance Award

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Finance Concentration."

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan'

FINANCE COURSES

Prudential

Courses are designated as FIN in the class schedule.

310 Personal Financial Management (3)

Financial problems of the household in allocating resources and planning expenditures.

Housing, insurance, installment buying, medical care, savings and investments. Also examines the special financial planning problems faced by minorities and women. (May not be used to fulfill the concentration requirement in finance.)

320 Business Finance (3)

Prerequisite: Accounting 201A. Corequisites: Info Systems/Dec Sci 361A and Business Admin 301. Financing business enterprises; financial planning and control; analysis of alternative sources and uses of combinations of short-, intermediate- and long-term debt and equity. Cost of capital and capital investment decisions; capital budgeting analysis and valuation; working capital and capital structure management; corporate financial decisions in an international environment.

331 Working Capital Management and Computer Applications (3)

Prerequisite: Finance 320. Analysis of working capital management and policy. Use of available software programs and financial models in the management of cash and short-term securities; the management of accounts receivable and inventories; financial forecasting; and short-term financing.

332 Theory of Corporate Finance (3)

Prerequisite: Finance 320. Risk and return analysis. An introduction to the capital asset and arbitrage pricing models. Analysis of capital budgeting, real options, use of capital structure, dividend policy, leasing, mergers and divestitures.



335 Financial Analysis for Investors and Lenders (3)

Prerequisite: Finance
320. Interpretation of
financial statements
from the perspective
of both the financial
analyst and the creditor.
Emphasis on the
economic meaning of
financial statement data
for the purpose of
valuing the firm's
securities.

340 Introduction to Investments (3)

Prerequisite: Finance 320. Institutional characteristics of securities markets, security valuation and trading methods, fundamental and technical analysis, selection and management of securities, role of the capital asset pricing model in investing, options and futures markets, portfolio analysis and mutual funds.

342 Capital and Money Markets (3)

Prerequisite: Finance 320. Capital and money markets in the American and international economies; markets for new corporate and government issues; secondary markets; use of derivative securities for hedging; factors influencing yields and security prices.

351 Introduction to Real Estate (3)

Prerequisite: Finance 320. Real estate principles, practices and investment decisions. Equity investment, finance, legal aspects, practices, principles, property development, real estate administration in the public sector, real estate market analysis, and valuation.

352 Real Estate Finance (3) guidant of shared by a married to the

Prerequisite: Finance 351. Financial institutions and real estate credit. Sources and uses of capital (funds) in financing real estate transactions. Money and capital markets and their effect on credit availability. Emphasis on secondary mortgage markets, securitization and derivative securities.

353 Real Estate Valuation (3)

Prerequisite: Finance 351. A comprehensive coverage of the basic concepts and principles of real estate valuation. Emphasis is placed on the use of the three approaches to valuation for the appraisal of both residential and income-producing properties. The role of valuation in real estate investment. Government regulation of appraisers.

355 Real Estate Investment Analysis (3)

Prerequisite: Finance 320. Alternative analytical techniques in evaluating real estate investments. Tax aspects, measurement of investment returns, application of computer models to investment decisions. Lecture, discussion and case analysis of major investment types – raw land, apartment houses, commercial and industrial uses.

360 Principles of Insurance (3)

Prerequisite: Finance 320. Analysis of the risk management process, introduction to property and liability insurance, employee all benefits and financial planning. Overview of the insurance industry and insurance problems.

370 International Business Finance (3)

Prerequisite: Finance 320. Financing problems of the multinational business. The international financial environment, taxation of foreign income, the cost of capital in international capital and money markets, problems of risk in foreign investments, and financial techniques for the operation of the multinational firm.

371 Export-Import Financing (3)

Prerequisite: Finance 320. Institutional arrangements, methods and techniques used to finance international trade. Government and financial institution services. Risk-return aspects of international sales, insurance needs, the use of letters of credit, international factoring, accounts receivable insurance and other financing techniques. Review of required export-import documentation.

373 Asia-Pacific Financial and Security Markets (3) and least 424

Prerequisite: Finance 320. Overview of financial markets in Japan, Korea, Taiwan, China, Hong Kong, Singapore and Southeast Asia.

Historical perspectives, regulations, more recent liberalization and internationalization and institutional technical aspects of the stock, bond, and other financial markets.

410 Theory & Practice of Personal Financial Planning (3)

Prerequisite: Finance 320. Developing, implementing and monitoring comprehensive personal financial plans. Includes risk management, investments, taxation, retirement and estate planning, as well as professional practices.

411 Retirement and Estate Planning (3)

Prerequisite: Finance 320. Development of retirement objectives, needs and financial condition. Forecasting retirement income from employer based retirement plans, IRAs, insurance policies, social security, and investment programs. Medicare, medical, group life and health benefits after retirement. Property titling, wills and transfers in contemplation of death.

425 Commercial Bank and Financial Institution Management (3)

Prerequisite: Finance 320. The solution of financial institution problems. Major financial intermediaries and the decision-making problems they face. Regulation and its effect on management operations. Group problems and case studies.

432 Financial Forecasting and Budgeting (3)

Prerequisite: Finance 320. Forecasting in financial management; profit planning and control process; goals, technical procedures, and effects of budgeting; mechanics of forecasting and budgeting, follow up and control.

433 Problems in Business Finance (3)

Prerequisite: Finance 332. Case studies. Group problems and case studies relating to estimation of funds requirements, long-term financial planning, evaluation of cash flows, financing acquisitions and mergers, capital budgeting and cost of capital. Team-building, leadership and computer-assisted presentation skills. Not applicable for graduate degree cedit.

442 Advanced Investment Analysis (3)

Prerequisites: Finance 340 and Info Sys/Decision Sci 361A.

Securities markets and company analysis, security valuation models, the CAPM and the APT, option pricing, and portfolio models. Practical application of investment theory and recent literature will be emphasized. Students may not receive credit for both Finance 442 and 541.

444 Options and Futures (3)

Prerequisite: Finance 340. Put and call options, option pricing theory and models. Financial futures pricing, hedging strategies and models. Institutional characteristics of futures trading. Options and futures on stock indices. Options on futures, theoretical relationship between options and futures.

454 Real Estate Market Analysis (3)

Prerequisite: Finance 351. Factors and influences of urban growth and development. Economic factors and real estate supply and demand. Location theory and urban growth patterns. Public policy as a factor in real estate development. Analysis of real estate markets.

456 Property Development and Management (3)

Prerequisite: Finance 351. Decision making in the property development process – from raw land to marketing and management of the completed product. Policy formulation and implementation, project feasibility analysis, financial analysis, computer assisted analysis; case studies.

461 Business Property and Liability Risk Management (3)

Prerequisite: Finance 360. Course covers the duties and functions of a corporate risk manager, the major commercial property liability lines including business income, general liability, commercial auto workers compensation, business owner insurance, and operation of property liability insurers.

462 Life and Health Insurance (3)

Prerequisite: Finance 360. Course covers the analysis of various types of life annuity and health insurance contracts, major employee benefit plans adopted by corporations and the organization and management of life and health insurance companies.

495 Internship (1-3)

Prerequisites: Finance 332, a concentration in finance, consent of department internship adviser, junior standing, 2.5 GPA and one semester in residence at the university. Also open to international business majors. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: Finance 320 and consent of the instructor and department chair. Open to undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

517 Managerial Finance (3)

Prerequisites: Accounting 510 and classified CBE status. The methodology of financial management. The primary tools for financial analysis, long-term investment decisions, evaluation and working capital management. International applications.

523 Seminar in Corporate Financial Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. The analysis of the financial decision-making process through case studies and seminar presentations. Current financial theory and models. International applications.

533 Seminar in Financial Administration (3)

Prerequisites: Finance 523 and classified CBE status. Optimal financing and asset administration; advanced techniques of capital budgeting; application of analytical methods to the administration of the finance function of the business firm.

540 Seminar in Financial Markets (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Structure and operation of major financial institutions; portfolio composition, price-cost problems, and market behavior; analysis of financial intermediation and interrelation of financial institutions and markets.

541 Seminar in Investment Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Problems of investment and portfolio management; concepts of risk evaluation and investment criteria; analysis of interest rate movements; investment valuation and timing; regulation and administrative problems of the industry. Students may not receive credit for both Finance 442 and 541.

543 Entrepreneurial Finance (3)

Prerequisites: Finance 517, Accounting 510 and Accounting 511. This course deals with financing a new/small firm including forecasting the firm's investment needs, raising short-term funding and banking relationships, managing working capital, making fixed assert investment and managing risk.

551 Seminar in Real Estate Investment (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. Problems of real estate investment; concepts of evaluation and investment criteria; analysis of real property values; real estate development and financing. Case studies.

570 Seminar in International Financial Management (3)

Prerequisites: Finance 517 or equivalent and classified CBE status. The financial problems of the multinational firm. International financing instruments, capital investment decisions, and constraints on the profitability of multinational businesses.

597 Project (3)

Prerequisites: Finance 517 or equivalent and classified CBE status, consent of instructor and approval by Department Chair. Directed independent inquiry. Not open to students on academic probation.

599 Independent Graduate Research (1-3)

Prerequisites: Finance 517 or equivalent and classified CBE status, consent of instructor and approval by Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.

INTRODUCTION

Geography is the study of the earth as the home of humanity. Geography provides a broad understanding of the processes that unite people, places and environments. Geographers explore the diverse regions of the contemporary world in pursuit of global understanding. They tie together the study of human spatial organizations and cultural landscapes with an in-depth investigation of the earth's landforms, climates and vegetation. Their methods range from field-work in foreign areas to advanced information technologies like computerized geographic information systems. Geography graduates find rewarding careers in environmental analysis and planning, business, government agencies and education.

International Learning Opportunities in Geography

The Department of Geography is strongly committed to providing students with an international perspective. Geography 100 Global Geography offers a broad overview of the major countries and regions of the earth. Upper-division courses in Latin America (Geography 333), Europe (Geography 336), Asia (Geography 340) and Africa (Geography 344) offer an opportunity for in-depth study of specific regions. Finally, many other courses (Geography 120 - Global Environmental Problems and Geography 360 Geography of the World's Economics, for example), include a strong international emphasis. In recent years, members of the geography faculty have conducted fieldwork in Asia, South America and Europe.

BACHELOR OF ARTS IN GEOGRAPHY

Credential Information

The bachelor's degree in geography may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in social studies. Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

The Bachelor of Arts in Geography requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

The major consists of at least 39 units of geography, of which at least 21 units must be in upper-division courses. Students may satisfy some requirements with equivalent course work taken at other institutions. Each course counted toward the major must be completed with a grade of C or higher. Students are encouraged to take additional geography courses beyond the minimum required for the major.

Career Emphasis

Geography graduates often find employment in such areas as environmental planning and related technical fields. For this reason, an optional upper-division emphasis in environmental analysis is available within the major.

Major in Geography

The major consists of a total of 39 units of course work.

DEPARTMENT CHAIR

William Lloyd

DEPARTMENT OFFICE

Humanities 420A

DEPARTMENT WEBSITE

http://geography.fullerton.edu/

PROGRAMS OFFERED

Bachelor of Arts in Geography Minor in Geography Master of Arts in Geography

FACULTY

John Carroll, Mark Drayse, Wayne Engstrom, Deborah Feder, Gary Hannes, William Lloyd, Jon Taylor, Robert Voeks, Barbara Weightman, Robert Young

ADVISERS

Undergraduate: Wayne Engstrom Graduate: Barbara Weightman Lower-Division Core (15 units)

Geography 100 Global Geography

Geography 110 Physical Geography

Geography 160 Human Geography

Geography 281 Map Making with GIS

Three additional units from courses numbered 280 to 289

Environmental Geography (3 units)

Geography 329 Cities and Nature

OR Geography 350 Nature and Society

Human Geography (3 units)

Geography 357 Spatial Behavior

OR Geography 360 Geography of the World's Economies

OR Geography 370 Cities and Suburbs

Physical Geography (3 units)

Geography 312 Geomorphology

OR Geography 323 Weather and Climate

OR Geography 325 Natural Vegetation

Regional Geography (3 units)

Three units from courses numbered 330 to 349



Advanced Geography (6 units)

Six units from courses numbered 400

Geography Elective

Three units lower or upper-division geography not used to satisfy any other requirement.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

OR English 360
Scientific and
Technical Writing

Capstone Requirement

Prior to graduation, each student must demonstrate a critical understanding of the major processes that shape the earth's landscapes, regions and places, and that influence human interaction with the earth's cultural and physical environments. This requirement will be met through satisfactory completion of one of the following capstone courses:

Geography 422 Regional Climatology

Geography 425 Tropical Rainforests

Geography 426 The Coastal Environment

Geography 475 Interpretation of Urban Landscapes

Geography 478 Urban Planning Principles

Geography 488 Land Use Analysis

Units earned from the capstone course can be used to satisfy the Advanced Geography or Geography Elective requirements of the Geography Major.

EMPHASIS IN ENVIRONMENTAL ANALYSIS

The emphasis consists of a total of 39 units of course work

Lower-Division Core (15 units)

Geography 100 Global Geography

Geography 110 Physical Geography

Geography 160 Human Geography

Geography 281 Map Making with GIS

Three additional units from courses numbered 280 to 289

Environmental Geography (3 units)

Geography 350 Nature and Society

Human Geography (3 units)

Geography 357 Spatial Behavior

OR Geography 360 Geography of the World's Economies

OR Geography 370 Cities and Suburbs

Physical Geography (6 units)

Geography 329 Cities and Nature

OR Geography 312 Geomorphology

OR Geography 323 Weather and Climate

OR Geography 325 Natural Vegetation

Regional Geography (3 units)

Three units from geography courses numbered 330 to 347.

Advanced Geography (6 units)

Six units from Geography 422, Geography 425, Geography 426, Geography 482, or Geography 488.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

OR English 360 Scientific and Technical Writing

Capstone Requirement

Prior to graduation, each student must demonstrate a critical understanding of the major processes that shape the earth's landscapes, regions and place, and that influence human interaction with the earth's cultural and physical environments. This requirement will be met through satisfactory completion of one of the following capstone courses:

Geography 422 Regional Climatology

Geography 425 Tropical Rainforests

Geography 426 The Coastal Environment

Geography 488 Land Use Analysis

Units earned from the capstone course can be used to satisfy the Advanced Geography requirement of the Emphasis in Environmental Analysis.

MINOR IN GEOGRAPHY

The minor in geography serves students seeking a geographic perspective to complement their major. Interested students should take at least 21 units of geography, including Geography 100 and three units from the following (110, 120, 160, 170 or 281) and a minimum of 12 units of upper-division work. All courses counted toward the minor must be completed with a grade of C or higher. Faculty advisers are available to help students structure their minor in geography.

MASTER OF ARTS IN GEOGRAPHY

This program provides advanced study in human and physical geography with an emphasis on theory and research. Graduates are prepared in the application of interpretive and analytical concepts and techniques to a broad spectrum of geographic situations. Such study directly serves those whose careers involve urban, regional, and environmental planning and geographic education. Geographic perspectives and methods are highly applicable to a wide range of careers in business, industry and government.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Admission and Conditional Classification

The department requires a grade-point average of at least 3.0 in the last 60 semester units attempted and a 3.0 grade-point average in all geography courses.

Students who have no, or a limited, background in geography will be expected to make up the deficit by taking appropriate course work in consultation with the departmental graduate adviser.

All students are required to demonstrate competency in each of geography's four main subfields: human, physical, regional and technical. Competency is normally demonstrated by completion of at least 18 units at the upper-division or graduate level with a 3.0 grade-point average.

Graduate Standing: Classified

After completion of all prerequisites and removal of deficiencies, the student must develop an approved study plan in consultation with a personal faculty adviser and the graduate program adviser in order to be classified.

All students must complete six units of upper-division technical courses. Three units are prerequisite to classified standing. If the remaining three units were not taken as undergraduate work, they may be included in the study plan.

Study Plan

The study plan consists of 30 units of course work distributed as follows:

Required Courses

Geography 500 Seminar in Geographic Research (3) Geography 520 Seminar in Physical Geography (3)

Geography 550 Seminar in Human Geography (3)

Geography 500-level course (3)

Geography 599 Independent Graduate Research (3)

Electives (12-15 units)

Senior-level or graduate course work in geography (15 units unless approved for thesis; may include additional Geography 500-level courses; up to six units from related fields).

Thesis or Comprehensive Exam (0-3 units)

Geography 598 Thesis (3) (department approval required)

Students must follow one of two plans: Plan A requiring a comprehensive examination or Plan B requiring a thesis.

Plan A requires the development of a specific field of interest and a written, three-part comprehensive exam testing knowledge in human geography, physical geography, and the student's specified area of interest. The examination may be repeated only once. Plan B requires the development of a specific field of interest, a written thesis, and a subsequent oral defense.

All students will follow Plan A unless approval for the thesis option is granted. In order to follow Plan B, the thesis option, students must have the written consent of their thesis supervisor and all members of a thesis committee. Permission to write a thesis may be granted only to students who have (1) achieved a 3.25 grade-point average after 15 units of upper-division and graduate course work and (2) demonstrated proficiency in research and writing skills.

For further details or advisement, communicate with the Department of Geography graduate program adviser.

GEOGRAPHY COURSES

Courses are designated as GEOG in the class schedule.

100 Global Geography (3)

Introduction to world's geographical regions. Cultural patterns and their evolution in diverse physical environments.

110 Physical Geography (3)

Introduction to the major components of the physical environment including landforms, climate, natural vegetation and soils. (CAN GEOG 2)

120 Global Environmental Problems (3)

A geographical analysis of the Earth's principal environmental problems. Subjects include population growth, agriculture and pesticides, climate change, forestry and fishing, energy, endangered species, and appropriate development.

160 Human Geography (3)

Prerequisite: completion of General Education Category III.C.1. An Introduction to Human Geography. Understanding the regional distribution of language, religion, population, migration and settlement patterns, political organization, technology, methods of livelihood over the earth. (CAN GEOG 4)

170 Southern California Metropolis (3)

Prerequisite: completion of General Education category III.C.1. Geographic variations across Southern California; patterns of urban and suburban growth; interaction between the region's developed and natural environments; comparisons between metropolitan Los Angeles and other great world cities.

280A Interpretation of Maps & Aerial Photographs (1)

Prerequisite: minimum of one other core course in geography (i.e., 110 or 160) or consent of instructor. The uses of maps and aerial photographs in geographic research. Types of data which can be obtained from these sources. Rudimentary measurement techniques.

280C Introduction to Quantitative Methods (1)

Prerequisite: minimum of one other core course in geography (i.e., 110 or 160) or consent of instructor. Descriptive statistics in geography. Graphs, functions and equations, logarithms and exponents, and an overview of the linear regression model.

280G Analysis of Weather Maps (1)

Prerequisite: minimum of one other core course in geography (i.e., 110 or 160) or consent of instructor. The use and analysis of weather maps.

281 Map Making with Geographic Information Systems (3)

The principles and practice of effective map making using computerized geographic information systems technology. (2 hours lecture, 2 hours laboratory)

312 Geomorphology (3) (6) vdqsrqood isoleyd in

Prerequisite: Geography 110, Geology 101, or consent of instructor. Landforms and the processes responsible for their evolution.

323 Weather and Climate (3)

Prerequisite: Geography 110 or consent of instructor. Atmospheric elements and controls, fronts, severe weather, and climatic classification systems.

325 Natural Vegetation (3)

Prerequisite: junior or senior standing. The geography of the globe's natural vegetation associations. Examines the role of plate tectonics, climate, soils, fire and humans as agents of landscape-level vegetation change.

329 Cities and Nature (3)

Prerequisite: Geography 110 or consent of instructor. Overview of the impact of urbanization on land forms, climate, vegetation, and animals. Planning implications and case studies.

330 California Landscapes (3)

Prerequisite: junior or senior standing. The landscapes of California, their environmental characteristics, development patterns and current problems.

332 United States and Canada (3)

Prerequisite: completion of General Education Category III.C.1.

The United States and Canada. The interrelated physical and cultural features that give geographic personality to the regions.

333 Latin America (3)

Prerequisite: completion of General Education category III.C.1.

Mexico, Central America, the Caribbean and South America. Explores the region's physical and cultural landscapes. Emphasis on nature-society problems.

336 Europe (3)

Prerequisite: junior or senior standing, The basic physical and human lineaments of Europe. The elements that distinguish and give character to its major regional divisions.

340 Asia (3)

Prerequisites: junior or senior standing and completion of the General Education category III, C.1. The physical, human and regional geography of Asia from Pakistan and India through Southeast Asia and the Malay Archipelago to China, Japan and Korea.

344 Africa (3)

Prerequisite: junior or senior standing. The physical, human and regional geography of Africa. Saharan borderlands, East Africa and Southern Africa.

350 Nature and Society (3)

Prerequisites: completion of General Education Category III.C.1 and junior or senior standing. An exploration of the interface between human systems and natural systems. The course covers a variety of factors affecting human interaction with the earth, including environmental ethics, public policy and technology.

352 The National Parks (3)

The park system and its evolution as related to conservation, preservation, and recreational land use. Cultural heritage and physical environment.

357 Spatial Behavior (3)

Prerequisite: junior or senior standing. A geographic approach to perception an behavior in local and global spatial settings.

360 Geography of the World's Economies (3)

Geographic perspectives on the global production of goods and services and their distribution to consumers. An exploration of key geographic issues in uneven development, international trade, investment patterns, and the spatial integration of local and regional economies.

370 Cities and Suburbs (3)

Prerequisite: junior or senior standing. American metropolitan systems and city-region linkages. Theories and spatial models of social and economic patterns within cities and suburbs; planning implications of these locational patterns.

422 Regional Climatology (3)

Prerequisite: Geography 323 or consent of instructor. Major climatic regions of the world; the physical factors that produce climatic patterns.

425 Tropical Rainforests (3)

Prerequisites: Geography 110 and Geography 325 or equivalent. Discussion/seminar examining the geography, ecology, and human use of tropical rainforests. Focus on the causes and consequences of deforestation, sustainable development, and preservation.

426 The Coastal Environment (3)

Prerequisites: Geography 110 and one upper-division physical geography course. An overview of coastal geomorphology, climatology, and plant geography with an emphasis on Southern California. Human interaction, modification, and management of those systems.

452 Ecotourism (3)

Prerequisite: senior or graduate standing. Evolution and distribution of nature-based tourism. The role of ecotourism in regional development and environmental conservation. Focus on sociocultural impacts in less developed countries.

475 Interpretation of Urban Landscapes (3)

Prerequisites: Geography 357 or 370 and consent of instructor. A geographic view of the city as a landscape composite of structure, space, place and experience. Emphasis is on the European and North American city.

478 Urban Planning Principles (3)

Prerequisite: Geography 370, Poli Sci 320, or consent of instructor. Seminar/discussion on the conceptual themes and legal foundations of American urban planning. Policy areas associated with urbanization and suburbanization processes: land use, economic development, redevelopment, housing systems, neighborhood dynamics and growth management. (Same as Poli Sci 478)

481 Geographic Information Systems: Introduction (3)

Prerequisite: senior or graduate standing. Methods and applications of computer-assisted mapping and geographic information systems.

Instructional fee. (2 hours discussion, 3 hours lab)

482 Environmental Impact Assessment (3)

Prerequisites: Geography 350, 431, 478, or equivalent. Techniques relevant to environmental impact assessment in accord with CEQA (state) and NEPA (federal) regulations. Systematic evaluation of major environmental impact topics. Individual and small team activities.

484 Urban Planning Methods (3)

Prerequisite: Geography 478 or Poli Sci 478. Seminar and Practicum on methods in urban planning. Analytical techniques and basic data sources. Population forecasting, housing surveys, economic development, fiscal impacts and area revitalization. Individual and team projects. (Same as Political Science 484)

485 Geographic Information Systems: Principles and Applications (3)

Prerequisite: Geography 481 or equivalent. Integrated computerassisted methods for handling spatial data, including database design, data conversion and updating, information retrieval, analysis, modeling and mapping. Instructional fee.

486 Environmental Remote Sensing (3)

Prerequisite: Geography 481 or consent of instructor. This course covers the fundamentals of remote sensing science and digital image processing. Focus on remote sensing principles and the processing and interpretation of remotely sensed data using image processing techniques and software.

488 Land Use Analysis (3) hard a season to not assessed to

Prerequisites: junior, senior, or graduate standing and consent of instructor. Urban and rural land use and settlement; geographic field problems. Application of geographic techniques and tools to local field studies.

495 Internship in Applied Geography (1-3) at activation at 2081

Prerequisites: senior standing and consent of instructor. Students work specified number of hours in appropriate public or private organizations under the supervision of their staff and as coordinated by departmental faculty. Interns meet with instructor by arrangement.

May be repeated for a maximum of three units of credit.

499 Independent Study (1-3)

Prerequisite: senior standing. Consent of instructor under whom study will be taken required before enrolling. May be repeated for a maximum of six units of credit.

500 Seminar in Geographic Research (3)

Prerequisites: graduate standing and consent of instructor. A required seminar to be taken prior to the development of a thesis.

520 Seminar in Physical Geography (3)

Prerequisite: graduate standing or consent of instructor. Research in physical geography: methods and contemporary themes. Case studies in climatology, geomorphology, and plant geography.

530T Seminar: Selected Topics in Geography (3)

Prerequisite: graduate standing or consent of instructor. Various topics selected from any of the subfields of geography. The topic chosen and a general outline of the seminar are circulated prior to registration. May be repeated for credit.

550 Seminar in Human Geography (3)

Prerequisite: graduate standing or consent of instructor. Survey of methodology and case studies including: experiential environments; rural landscapes; urban, social, and economic structure; Geography and public policy; and Third World development.

575 Landscape Interpretation (3)

Prerequisite: Geography 357, 475, or equivalent. A humanistic approach to the nature and meaning of landscape.

597 Project (3)

Prerequisites: Geography 500 and consent of adviser.

598 Thesis (3)

Prerequisites: completion of Geography 500, advancement to candidacy and consent of instructor.

599 Independent Graduate Research (1-3)

Open to graduate students by consent of instructor. May be repeated for credit.

Geological Sciences

College of Natural Sciences and Mathematics

DEPARTMENT CHAIR

John H. Foster

DEPARTMENT OFFICE

McCarthy Hall 254

PROGRAMS OFFERED

Bachelor of Science in Geology

Minor in Geology

Master of Science in Geology

Emphasis in Geochemistry

(under Master of Science in Chemistry)

DEPARTMENT WEBSITE

http://geology.fullerton.edu

FACULTY

Phillip Armstrong, David Bowman, Gerald Brem, Gaylen R. Carlson, Diane Clemens-Knott, Matthew Kirby, Jeff Knott, Richard L. Laton, John Foster, Brady Rhodes, Prem Saint

ADVISERS

Geology students must be advised before or immediately upon entering the major in order to design an efficient course progression that will meet their objectives. While enrolled, students must meet with an adviser each semester prior to registration for the following semester. The adviser will assist in scheduling of courses, selection of courses, and solving problems should any arise. To be advised, students should contact the department office for available advisers. Special advisers are available for: Geochemistry Emphasis, M.S. in Chemistry (Gene Hiegel, Department of Chemistry; Gerald Brem, Department of Geological Sciences); Earth Science Education (Gaylen Carlson, Department of Geological Sciences).

INTRODUCTION

Geological sciences is the study of Earth through time, including its physical nature, chemical composition and dynamics, as well as its origin and evolution. In addition to the quest for understanding the way Earth works and its relation to the solar system, geological scientists are involved in the search for energy, mineral and water resources, the evaluation and remediation of environmental hazards, and the prevention and/or prediction of natural disasters such as earthquakes, volcanic eruptions, landslides, coastal erosion, and floods. About 60% of all geological scientists are employed by private industry, primarily by engineering, environmental, petroleum and mining companies. Others are employed by government agencies, educational institutions and research centers.

The department has seven major areas of study within the general fields of geological sciences: geology, geochemistry (the integration of geology and chemistry), geophysics (the integration of geology and physics), hydrogeology (the integration of geology with fresh water systems), engineering geology (the integration of geology and engineering), Quaternary geology (multidisciplinary study of earth's recent past), and environmental geology (multidisciplinary study of Earth's surface). All are designed to develop an appreciation and understanding of Earth as well as to prepare students for (1) graduate studies in the geological sciences, (2) employment in industry or government, and (3) teaching.

Evening Program

The department offers an evening and weekend program of courses that satisfies requirements for the major with the exception of the field camps. Consult the department for details.

Internships

The department offers an internship program through Geological Sciences 495. This allows the student to obtain on-the-job experience in the geological sciences. Three units maximum are permitted toward the degree.

Recommended Program in General Education

The department maintains a list of preferred general education courses. A copy can be obtained by contacting the department office.

BACHELOR OF SCIENCE IN GEOLOGY

Of the 132 units required for graduation, a minimum of 48 are in geological sciences, 34 to 37 in related fields, and 39 in general education courses (other than related fields). The remaining 8 to 11 undesignated units are selected to meet particular needs of each student. To qualify for the B.S. degree, students must have a C or better in all geological sciences courses applied towards the 48 unit requirement; in addition, students must have a C average in required courses in related fields. A proficiency in a modern foreign language, or a computer language, is recommended for students who plan to continue in graduate school. Proficiency in English composition is required.

Minimum Course Requirements for the Major

Geol Sciences 101, 101L Physical Geology (3,1)

Geol Sciences 201 Earth History (4)

Geol Sciences 303A Mineralogy and Introduction to Petrology (4)

Geol Sciences 303B Igneous and Metamorphic Petrology (4)

Geol Sciences 321 Sedimentation and Stratigraphy (4)

Geol Sciences 360 Structural Geology (4)

Geol Sciences 380 Geologic Field Techniques (4)

Geol Sciences 401 Writing in the Geosciences (3)

Geol Sciences 456 Introduction to Applied Geophysics (3)

OR Geol Sciences 406 Geochemistry (3)

Geol Sciences 481A Geology Field Camp I (4)

Geol Sciences 498 Senior Thesis (1-2)

Adviser-approved Upper-Division Geological Sciences Electives (8-9 units)

No more than 3 units from any combination of Geol Sciences 493, 495, 496L and 499L can be counted toward meeting this 8-9 unit requirement.

(Note: Geol Sciences 310T, 376 and 420 are not accepted as credit toward meeting requirements for the major.)

Minimum Requirements in Related Fields (Nine courses required, 34-37 units)

Biological Science 101 Elements of Biology (3)

OR 131 Principles of Biology (3)

OR a life science course from another institution that is acceptable to CSUF and that demonstrates treatment of whole-organism-biology and concepts of evolution and ecology.

Chemistry 120A and 120B General Chemistry (5,5)

Computer Sci 103 Introduction to Personal Computer Applications (3)

OR Computer Sci 121 Programming Concepts (4)

OR Engineering 205 Digital Computation (3)

OR Geography 481 Automated Cartography (3)

Mathematics 150A and 150B Analytical Geometry and Calculus (4,4).

Physics 225, 225L Fundamental Physics - Mechanics (3,1)

and either

226, 226L Fundamental Physics - Electricity & Magnetism (3,1)

OR 227, 227L Fundamental Physics - Waves, Optics & Modern Physics (3,1).

Alternatively, 211, 211L, 212, 212L Elementary Physics (3,1,3,1), with consent of adviser.

One additional semester course selected with approval of adviser from courses such as the following:

Biology: 316, 401, 406, 419, 461

Chemistry: 301A, 315, 325, 361A

Computer Science: 203, 241

Engineering: 102, 202, 301, 324, 436, 441

Geography: 312, 481, 485

Mathematics: 250A, 250B, 338

Physics: 226, 226L, 227, 227L, 310, 320, 330

Science- or Engineering-based transferable extension certificate courses from other universities.

Undesignated Units (8-11 units required)

These are to be taken in geological sciences, related fields and/or career-supporting fields, with adviser approval.

General Education (39 units required, other than related fields)

See University catalog and consult your adviser for proper course selection.

MINOR IN GEOLOGICAL SCIENCES

A minimum of 20 units in geological sciences courses, of which at least 12 must be upper-division and at least 6 of these 12 must be taken in residence, is required for a minor. The courses shall be selected by the student in consultation with an adviser. Prospective teachers should include courses in physical geology, earth history, meteorology, oceanography, mineralogy and petrology. Geological Sciences 140, 310 and 376 are not acceptable as part of the 20 units.

CREDENTIAL PROGRAM

The bachelor's degree in Geology may be effectively combined with subject matter studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postbaccalaureate students need to contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

EMPHASIS IN GEOCHEMISTRY

Offered jointly by the Departments of Chemistry and Biochemistry and Geological Sciences. Contact the graduate program adviser in the Department of Chemistry and Biochemistry for further information.

GEOLGICAL SCIENCES COURSES

For all courses, prerequisites may be waived if the instructor is satisfied that the student is qualified to take the course.

All lower-division (100-200 level) courses are offered each semester. The department offers Geological Sciences 303A, 321, and 380 each fall, and Geological Sciences 303B, 360, 335, and 401 each spring Geological Sciences 481A is offered each summer, and the remaining courses are offered on a three- to four-semester rotation. A schedule of projected class offerings is available from the department.

MASTER OF SCIENCE IN GEOLOGY

The program is based on the assumption that every geologist must have a thorough knowledge of fundamental geologic principles and that this knowledge must be rooted in field- and laboratory-based experiences. No matter how graduating students may choose to apply this knowledge, the sound geologic basis provided by the master of science degree will enable them to meet new intellectual challenges in their future professional or academic careers. The program is sufficiently flexible to meet a student's interest in the application of geology to the solution of environmental, hydrogeologic or engineering geologic problems facing our society.

The program is designed to prepare students for (a) employment in all fields of geology, (b) teaching at the elementary, secondary and community college levels, and/or (c) doctoral study in the geosciences or related fields.

Admission Requirements

An applicant must meet the university requirements for admission, which include a baccalaureate degree from an accredited institution, and a grade-point average of at least 2.5 (4.0) in the last 60 semester units attempted (see catalog section on Graduate Admissions for complete statement and procedures). In addition, acceptance into this program in a classified standing is contingent upon the following: (1) a bachelor's degree in geology at Cal State Fullerton or another accredited institution with a grade-point average of 3.0 in geology courses (which must include a minimum of 8 semester units of field geology) and a 2.5 grade-point-average in related science and mathematics courses; or, in the case of a bachelor's degree in a related area, a selection of science courses deemed as adequate preparation for further study in geology by the Department Graduate Committee; (2) satisfactory performance on the Graduate Record Examination Aptitude Test; (3) two letters of recommendation; (4) completion of the departmental application; and (5) availability of faculty and resources in the student's stated area of interest.

Students with limited subject or grade deficiencies may be considered for conditional acceptance into the program if they meet all other departmental and university requirements. Conditionally classified



graduate standing may be removed upon completion of nine units of adviser- and graduate- committeeapproved postgraduate studies in geology, mathematics, chemistry or physics, with grades of B or better.

Students with a degree in a related field and/or substantial

subject deficiencies are encouraged to apply. Such applicants may be accepted to the university as unclassified post-baccalaureate students if they meet the university requirements. An unclassified student may later qualify for admission to conditionally classified standing by completing all courses recommended by the Department Graduate Committee, and by maintaining a 3.0 grade-point-average in geology and a 2.5 grade-point-average in related science and mathematics courses.

Application Deadlines

Financial aid (teaching and research assistantships) are ordinarily awarded only to fall semester applicants. Students who wish to be considered for financial aid must have their application received by February 15 for admission to the following fall semester.

All other applications need to be postmarked no later than March lst for the fall semester and October 1st for the spring semester.

However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Classified Standing

Students should achieve classified graduate standing as soon as they are eligible, since no more than nine units of graduate work taken before classification can be included on the study plan for the degree (see below). Students may apply for classified standing when they (1) have met all university and departmental admission requirements, and (2) have filed a study plan approved by the adviser, the Department Graduate Committee, and the Associate Vice President of Academic Programs.

Students must meet the Graduate Level Writing Requirement as described in this catalog under "Graduate Regulations". Students will meet this requirement by taking Geology 501A,B Research Methods in Geology.

Advancement Advanced to Candidacy

Advancement to candidacy is attained by applying for graduation and receiving a recommendation by the Department Graduate

Study Plan

A study plan must contain a minimum of 31 units and be approved by the Graduate Advisor. At least 21 units must be at the graduate level; a maximum of 9 units may be 400 level. A minimum grade-point average for courses satisfying the study plan is 3.0. The study plan must consist of the following:

Required Courses (13 units)

Geol 500 Advanced Concepts in Geology (4)

Geol 501 A,B Research Methods in Geology (1,1)

Geol 590 Graduate Seminar (1)

Geol 598 Thesis (3)

Geol 599L Independent Graduate Research (3)

An oral defense of the thesis is required.

Breadth Courses (3-6 units)

400- or 500-level course offered by departments outside of Geological Sciences. Courses may be taken from departments or programs such as, but not restricted to, Biology, Chemistry and Biochemistry, Physics, Mathematics, Geography, Civil Engineering or Environmental Studies. Course selection will be dependent on student's academic objectives and must be approved by the Graduate/ Thesis Adviser.

Focus Courses in Applied Geology (12-15 units)

Adviser-approved 400- or 500-level courses offered by the department. Course selection will be dependent on student's academic objectives.

COURSES IN GEOLOGY

101 Physical Geology (3)

Prerequisite: high school chemistry or physics, or equivalent. The physical nature of the planet Earth, the genesis of rocks and minerals, erosion processes and their effects. (101 & 101L=CAN GEOL 2)

101H Physical Geology (Honors) (3)

Prerequisite: high school chemistry or physics, or equivalent. The physical nature of planet Earth, the genesis of rocks and minerals, erosion processes and their effects. (weekend field trips)

101L Physical Geology Laboratory (1)

Corequisite: Geological Sciences 101. Laboratory on minerals, rocks, earthquakes, and map and aerial photographic interpretation. (3 hours laboratory or field trip) (101 & 101L=CAN GEOL 2)

101LH Physical Geology Laboratory (Honors) (1)

Corequisite: Geological Sciences 101 or 101H. Laboratory on minerals, rocks, earthquakes, and map and aerial photographic interpretation. (3 hours laboratory and weekend field trips)

102 Earth and Astronomical Science for Future Elementary Teachers (3)

Designated especially for the prospective elementary school teacher, this activity-based course will examine fundamental Earth/astronomical science concepts and the potential impacts of natural hazards on ecosystems on planet Earth.

105 Field Experiences in California Geology (1)

Prerequisite: Geology 101. Students will participate in three field trips that will examine the rich geology of California. Students will read and discuss topical papers and make presentations on selected topics. Weekend field trips are required.

140 Earth's Atmosphere (3)

The composition, structure and circulation of the atmosphere; the origins of storms and other weather disturbances.

201 Earth History (4)

Prerequisites: Geological Sciences 101, 101L. Evolution of Earth as interpreted from rocks, fossils and geologic structures. Plate tectonics provides a unifying theme for consideration of mountain building, evolution of life and ancient environments. (2 hours lecture, 6 hours laboratory, field trips) (CAN GEOL 4)

303A Mineralogy and Introduction to Petrology (4)

Prerequisites: Geological Sciences 101, 101L, Chemistry 120A; Prerequisite or co-requisite: Geological Sciences 201. Crystallography; origin, occurrence, composition and identification of minerals with emphasis on minerals in rocks. (2 hours lecture, 6 hours laboratory, field trips)

303B Igneous and Metamorphic Petrology (4)

Prerequisites: Chemistry 120B; Geological Sciences 303A, 380; Computer Science 103. Description, classification, occurrence and origin of igneous and metamorphic rocks. (2 hours lecture, 6 hours laboratory, field trips)

305 Earthquake Impact on Structures (3)

(Same as EGCE 305)

310T Topics in California-Related Geology (1-3)

Directed investigations of one aspect of earth science. Alternating topics are: geology of national parks, California geology, ocean off California, California earthquakes, geological hazards of California, and California gems and minerals. May be repeated for credit with a different topic. (3 hours lecture for 5, 10, or 15 weeks; optional field trips)

321 Sedimentation and Stratigraphy (4)

Prerequisites: Geological Sciences 201, 303B, 380; Computer Science 103. Textural, mineralogic properties of sediments used in discrimination of depositional conditions, environments, classification of sedimentary rocks, study of stratigraphic patterns. (2 hours lecture, 6 hours laboratory, field trips)

322 Principles of Paleontology (3)

Prerequisites: Geological Sciences 201; Biology 101 or 261 or equivalent. The groups of organisms that have left an important fossil record. Taxonomy, morphology and systematics, biostratigraphy, paleocology, and evolutionary trends. (2 hours lecture, 3 hours laboratory, field trips)

333 General Oceanography (3)

Prerequisites: Geological Sciences 101, 101L and upper-division standing. The chemical, physical and geological nature of the oceans. (2 hours lecture, 3 hours laboratory, field trips)

335 General Hydrology (3)

Prerequisites: Geological Sciences 101; Mathematics 150A. Nature, occurrence, movement of surface and groundwater. Rainfall/runoff relation, floods, aquifer evaluation, and water quality investigation. (2 hours lecture, 3 hours laboratory, field trips)

340 General Meteorology (3)

Prerequisites: Geological Sciences 101; Mathematics 150A; Physics 225, 225L or 211, 211L. Atmospheric processes, composition and structure. Radiation, thermodynamics of moist air, precipitation mechanisms, atmospheric dynamics. Map analysis and use of thermodynamic diagrams.

355 Earth's Interior (3)

Prerequisites: Geological Sciences 101; Mathematics 150A; Physics 225, 225L or 211, 211L; Chemistry 120A or equivalent. Geophysical, geochemical properties of mantle and core. Data collection techniques. Impact of internal processes on crustal/surface phenomena.

360 Structural Geology (4)

Prerequisites: Geological Sciences 380; Mathematics 125; Computer Science 103. Faults, folds, mechanics of rock deformation, and elementary tectonics; solution of problems by geometric, trigonometric and stereographic analysis. (3 hours lecture, 3 hours laboratory, field trips)

375 Engineering Geology (3)

Prerequisites: Geological Sciences 380; Mathematics 150A; Physics 225, 225L or 211, 211L. Engineering properties of rocks and soils; exploration techniques; analysis of geological science principles applicable to engineering problems; report preparation and professional responsibility. (2 hours lecture, 3 hours laboratory, field trips)

376 Applied Geology (3)

Prerequisites: Mathematics 130, 135 or 150A; Geological Sciences 101 and one semester university-level physics recommended. Geology applied to engineering works. Earth materials, processes; site evaluation techniques; geologic hazard analysis; case histories. (2 hours lecture, 3 hours laboratory, field trips)

380 Geologic Field Techniques (4)

Prerequisites: Geological Sciences 201; English 101; trigonometry; Computer Science 103 or equivalent recommended. Brunton compass use, measurement of stratigraphic sections, principles of topographic maps and aerial photographs and use in geologic mapping, geologic map preparation, columnar sections, cross sections and technical reports. (2 hours lecture, 6 hours field, weekends)

401 Writing in the Geosciences (3)

Prerequisites: Geological Sciences 201 and 380; must be taken before Geological Sciences 481A. Preparation of publication-quality geoscience reports. Emphasis on writing clearly and concisely for a technical audience. Exercises include literature research using electronic databases, critical evaluation of published literature, original analysis of field data. Written and oral assignments.

(6 hours activity; field trips)

404 Optical Mineralogy and Petrography(3)

Prerequisites: Geological Sciences 303B. Principles of optical mineralogy. Use of petrographic microscope to analyze minerals and textures of igneous, metamorphic, and sedimentary rocks. (1 hour lecture, 6 hours laboratory/field trip)

406 Geochemistry (3)

Prerequisites: Geological Sciences 303B and 321, Chemistry 120B, Mathematics 150B. Basic chemical and thermodynamic principles applied to the origin and alteration of igneous, sedimentary and metamorphic rocks and economic mineral deposits.

420 Earth Science for Science Teachers (4)

Prerequisites: Geological Sciences 101 and 101L plus upper-division standing or science teaching credential. Major concepts of the earth sciences with primary emphasis on physical and planetary geology and secondary emphasis on meteorology and oceanography. (3 hours of lecture, 3 hours of laboratory, field trips)

423 Advanced Sedimentology and Stratigraphy (3)

Prerequisites: Geological Sciences 303A and 321. Case histories from literature illustrate concepts, methods, and results in sedimentology/stratigraphy analysis. Field and lab work center around student research on actual problems; research to culminate in paper with professional format. (2 hours lecture, 3 hours laboratory, field trips)

436 Hydrogeology (3)

Prerequisites: Geological Sciences 335, 360, 456, or equivalent. Occurrence, movement and utilization of groundwater resources; geological, geophysical and hydrological methods for groundwater exploration and development. Well hydraulics and ground-water contamination. (2 hours lecture, 3 hours laboratory, field trips)

437 Water Quality Investigations and Control (3)

Prerequisites: Geological Sciences 335; Chemistry 120B. Methods in sampling strategy. Evaluation of chemical data for quantitative interpretation of water quality status and trends in surface and ground water. Techniques for graphic representation, water contamination source identification and control. (2 hours lecture, 3 hours laboratory, field trips)

455 Earthquake Seismology (3)

Prerequisites: Geological Sciences 101; Physics 225, 225L or 211, 211L, Mathematics 150A. Seismic waves, their recording and measurement. Estimation of earthquake source strength, location and mechanism. Introduction to seismic risk and strong motion studies. (3 hours lecture, field trips)

456 Introduction to Applied Geophysics (3) miss Imagelo

Prerequisites: Mathematics 150B; Physics 225, 225L or 211, 211L; Physics 226, 226L or 212, 212L recommended. Seismic refraction, gravity, magnetic and electrical techniques and fundamentals as applied to determination of subsurface structure, groundwater and location of mineral resources. (2 hours lecture, 3 hours laboratory, field trips)

460 Regional Tectonics (3)

Prerequisite: Geological Sciences 303B, 360; Geological Sciences 321 as prerequisite or corequisite. Discussion of recent literature on plate tectonics, tectonics of the world's major orogenic belts, and tectonics of California. (3 hours lecture, Spring-recess field trip)

470 Environmental Geology & Planning (4)

Prerequisites: Geological Sciences 101, 101L or Geological Sciences 420; 401. Geologic processes, hazards, mineral and energy resources and their interaction with planning and environmental regulations. (3 hours lecture, 3 hours lab, field trips)

475 Quaternary Tectonics (3)

Prerequisites: Geology 360 and 380. Study of the processes and products of relatively young Quaternary tectonics. Evaluation of surface tectonic features, their ages, deformation styles, and structural regimes. Assessment of past and contemporary deformation rates.

(6 hours activity, field trips)

481A Geology Field Camp I (4)

Prerequisites: Geological Sciences 303B, 321, 360, 380, and 401. Geologic field mapping, operating from a field camp under primitive conditions in an area of varying geologic complexity. Field report, map and cross-sections completed during semester following field work. Instructional fee required. (45 hours a week for four weeks during June and July, 1 hour lecture during the semester)

481B Geology Field Camp II (3)

Prerequisites: Geological Sciences 481A or equivalent experience and consent of instructor. Advanced geologic mapping techniques in a variety of geologic settings, operating from a field camp under primitive conditions. Field reports, maps and cross-sections required one week after completion of field work. Instructional fee required. (45 hours a week for three weeks during summer)

481C Hydrology Field Camp (3)

Prerequisites: Geological Sciences 335 and 481A. Geologic mapping and hydrologic mapping and techniques applied to integrated hydrogeologic model for selected areas. Field report(s), map(s), cross-sections required. Instructional fee required. (45 hours per week for three weeks during summer)

493 Directed Studies (1-3)

Prerequisites: upper-division standing and consent of instructor. Directed studies in specialized areas of the geological sciences, such as petroleum geology, sedimentology, optical and instrumentation techniques. Library research and written reports required. May be repeated once with a different topic.

495 Geological Sciences Internship (3)

Prerequisite: junior or senior standing in geological sciences.

Geological sciences work experience, salaried or volunteer, with industry, government or private agencies. Student intern will be supervised by faculty adviser and employer. (1 hour of seminar per week plus a total of 120-150 hours of work experience)

496L Geological Sciences Tutorial (2)

Prerequisite: 20 units in geological sciences. Supervised experience in geological sciences teaching through tutoring or assisting in laboratory or field classes.

498 Senior Thesis (1-2)

Prerequisite: senior standing in geological sciences. Developed as an extension of an advanced course, conducted independently by the student under faculty supervision, culminating in a paper of professional quality. Two units maximum credit permitted.

499L Independent Study (1-3)

Independent study of a topic selected in consultation with and completed under the supervision of the instructor. May be repeated for credit.

500 Advanced Concepts in Geology (4)

Current advances in geological concepts with emphasis on Southern California geology. Concepts include: plate tectonics; igneous processes; sedimentary record; surficial processes; water resources. (2 hours lecture; 3 hours lab; 2 hours activity, field trips)

501 Research Methods in Geology (1)

Prerequisite: Geological Sciences 500. Introduction to research planning: choosing a thesis topic; bibliographic search; research design (laboratory and field); research proposal preparation. (2 hours activity)

506T Topics in Geochemistry (3)

Prerequisites: Geological Sciences 303B, Chemistry 120B, Computer Science 103, or consent of instructor. Special topics in geochemistry with emphasis on current investigations, specifically including isotope, organic, and contaminant geochemistry. May be repeated for credit with a different topic.

510T Advanced Topics in Geology (3)

Prerequisite: consent of instructor. Selected topics in advanced geology; recent developments and applications. May be repeated for or credit with different topic including advanced structural mapping, sedimentary basin analysis, igneous petrogenesis, seismotectonics of Los Angeles basin. (2 hours lecture, 3 hours lab, field trips)

535T Advanced Topics in Hydrogeology (3)

Prerequisite: Geological Sciences 436. Modern techniques in hydrogeology. Topics include: groundwater modeling; contaminant hydrogeology; groundwater exploration and development; well hydraulics. May be repeated for credit with a different topic. (2 hours lecture, 3 hours lab, field trips)

575T Advanced Topics in Engineering Geology (3)

Prerequisite: Geological Sciences 375. Modern techniques and new advances in engineering geology. Topics include: neotectonics of southern California; soil stratigraphy; and landslide analysis.

May be repeated for credit with a different topic. (2 hours lecture, 3 hours lab; field trips)

590 Geoscience Seminar (1)

Prerequisite: Geological Science 500, 501A. Discussion of journal publications that represent current research. Variable seminar themes such as: tectonics, stratigraphy, geophysics, geochemistry, engineering geology, hydrogeology, volcanism. May be repeated one time only with a different theme.

593 Directed Graduate Studies in the Geosciences (1-3)

Post baccalaureate standing and consent of instructor. Directed studies of specialized geoscience topics not covered by existing courses and tailored to individual student interest. Literature research, recitations and written reports required. May be repeated for a total and of 3 units.

598 Thesis (3)

Prerequisite: approval of adviser and completion of M.S. thesis proposal that is approved by the Department Graduate Committee.

Design, analysis, and presentation of a research problem culminating in a thesis for the master's degree. May be repeated once.

599 Independent Graduate Research (1-3)

Prerequisite: approval of adviser and Department Graduate Committee. Independent research on an approved topic. May be repeated for up to 3 units maximum.

PROGRAM COORDINATOR

Eric Solberg

PROGRAM OFFICE

Ruby Gerontology Center 8

DEPARTMENT WEBSITE

http://hss.fullerton.edu/gerontology/

PROGRAMS OFFERED

Minor in Gerontology

Master of Science in Gerontology

Emphases in Gerontology

Professional Certificate in Gerontology

PROGRAM COUNCIL

Pauline Abbott (Director, Institute of Gerontology) Tony Bell (Sociology) Dennis Berg (Sociology)

Yosuke Chikamoto (Health Science) John Doyle (Human Services)

Rosalie Gilford (Sociology)

Barbara Haddad (Nursing)

Margaret Hamilton (Extended Education)

Sara Johnson, (Anthropology)

Jessie Jones (Kinesiology and Health

Promotion)

Mary Joyce (Marketing)

Thomas Klammer (College Dean)

Robert Koch (Biology)

Bill Larson (Student Representative)

Shari McMahan (Kinesiology and Health

Promotion)

Karen Perell (Kinesiology and Health

Promotion)

Mary Read (Counseling)

Carl Renold (Human Services)

Roberta Rikli (College Dean)

Wendy Elliott Scheinberg (Oral History)

Susan Shoho (Institute of Gerontology)

William Smith (Psychology)

Eric Solberg (Coordinator, Gerontology

Programs)

Barbara Talento (Continuing Learning

Experience [CLE] President)

Joseph Weber (Sociology)

Duana Welch (Psychology)

INTRODUCTION

Gerontology, the study of aging, is a multidisciplinary field that examines the biological, psychological, social, and health/fitness aspects of the aging process. The unprecedented growth of the older population has created a growing demand for professionals in a variety of fields who understand issues related to the aging process.

Programs in Gerontology provide students with knowledge and critical understanding of the processes of adult development and aging. They prepare students for a variety of career opportunities in business, government, industry, public and private agencies, health and human services, research and education, and entrepreneurial endeavors. Many career options involve working with healthy and independent older adults, while other positions involve working with older adults who have health problems and other age-related limitations.

ADVISEMENT

Academic and career advisement is provided by the Coordinator of Gerontology Programs and members of the Gerontology Program Council.

Information on job and volunteer opportunities, as well as professional events in gerontology are posted near the Gerontology Program office, Ruby Gerontology Center, Room 8. Students are urged to take advantage of programs available through the Career Development and Counseling Center, Langsdorf Hall 208.

RUBY GERONTOLOGY CENTER

The Charles L. and Rachael E. Ruby Gerontology Center serves as a forum for intellectual activity and creative scholarship in the area of gerontology. The center houses the activities of the Continuing Learning Experience, the Institute of Gerontology, and gerontology academic programs, as well as being a resource center on aging for the Orange County region.

The center's goals include: promoting educational programs concerning adult development and aging, developing productive intergenerational activities in education and research, fostering cross-disciplinary research on topics related to aging and later life, providing opportunities for lifelong learning, and expanding opportunities for professional growth and development for those interested in gerontology.

Students are encouraged to become involved in research, conferences, and community service activities of the Center.

GERONTOLOGY AWARDS AND SCHOLARSHIPS

The Emeriti Memorial Scholarship in Gerontology has been established to honor a full-time continuing junior, senior, or graduate student with a minor or an emphasis in gerontology. Criteria include scholastic achievement and professional purpose.

The Gerontology Program Council Award may be given to a junior/senior student with a minor in Gerontology or to a graduate student who has been accepted into the M.S. in Gerontology degree program. The criteria include active membership in the Student Association for Gerontology Education (SAGE) or Sigma Phi Omega gerontology honor society, and financial need.

The Beverly and Arnold Miller University Scholarship in Gerontology is open to continuing junior/senior students with a declared minor, emphasis, or concentration in aging or gerontology and to graduate students accepted into the M.S. in Gerontology degree program.

STUDENT ACTIVITIES

Students interested in gerontology are encouraged to join the Student Association for Gerontology Education (SAGE) and the Gamma Kappa Chapter of Sigma Phi Omega, a national honor society. Opportunities are available to become involved in research, conferences, and community service activities. Students are also encouraged to become active in professional gerontology organizations such as the California Council on Gerontology and Geriatrics (CCGG). Applications are available at the Gerontology Program office, Ruby Gerontology Center, Room 8.

MINOR IN GERONTOLOGY

The Gerontology minor consists of 21 units in the following areas:

Lower-Division Requirements (3 units)

Sociology 133 Introduction to Gerontology (3)*

Upper-Division Requirements (9 units from the following)

Sociology 333 Sociology of Aging (3)

Psychology 362 Psychology of Aging (3)*

Biology 306 Biology of Aging (3)*

Kinesiology 454 Physical Activity and the Aging Process (3)

Required Internship (3 units)

One three unit internship at the 300/400 level in a related field. An internship is a supervised experience working within the community. Internships are coordinated through the student's major department.

Upper-Division Electives (6 units, adviser approved)

Anthropology 308 Culture and Aging: Anthropological Gerontology (3)

Anthropology 408 Ethnogerontology (3)

Anthropology 417 Life Quests (3)

Biology 306 Biology of Aging (3)

Biology 311 Nutrition and Disease (3)*

Child Development 312 Human Growth and Development (3)*

Counseling 475T Counseling Special Populations (3)

Finance 411 Retirement and Estate Planning (3)

Health Sci 342 Stress Management (3)*

Health Sci 401 Epidemiology (3)

Health Sci 440 Determinants of Health Behavior (3)

Health Sci 450 Applied Health Promotion Throughout the Lifespan (3)

Human Services 310 Case Management (3)

Human Services 380 Theories and Techniques of Counseling (3)*

Human Services 385 Program Design and Proposal Writing (3)

Human Services 400 Ethical and Professional Issues in Human Services (3)

Human Services 410 Crisis Intervention (3)

Human Services 420 Human Services Management (3)

Human Services 480 Case Analysis and Intervention Techniques (3)

Kinesiology 353 Physical Activity and Lifelong Well-Being (3)*

Kinesiology 364 Motor Development (3)

Kinesiology 371 Human Motor Learning and Control (3)

Kinesiology 400 Program Design in Kinesiology and Health Promotion (3)

Kinesiology 454 Physical Activity and the Aging Process (3)

Kinesiology 455 Functional Performance Assess and Programming for Older Adults (3)

Management 435 Service Organizations and Operations (3)

Marketing 351 Principles of Marketing (3)

Nursing 301 Promotion of Optimal Health (3)*

Nursing 303 Women's Health and Healing (3)*

Nursing 357 Health Promotion: Adult-Aged Nursing (3)

Philosophy 314 Medical Ethics (3)*

Philosophy 448 Death, Dying and Meaning (3)

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 361 Developmental Psychology (3)

Psychology 362 Psychology of Aging (3)

Psychology 364 Intelligence: A Life-span Perspective (3)

Psychology 415 Cognitive Processes (3)

Psychology 474 Medical Psychology (3)

Psychology 475 Psychopharmacology (3)

Sociology 333 Sociology of Aging (3)

Sociology 361 Population and the Environment (3)*

Sociology 371 Sociology of City Life (3)*

Sociology 433 Aging and Social Services (3)

Sociology 351 Sociology of Families (3)*

Sociology 354 Sociology of Sex Roles (3)*

Sociology 360 Death and Dying (3)*

Speech Comm 320 Intercultural Communication (3)*

Speech Comm 345 Communication and Aging (3)*

Women's Studies 410 Women, Health and Aging (3)

Additional elective courses are available in selected departments across campus. Such additional electives are chosen in consultation with the major department adviser and with the approval of the Coordinator of Gerontology Programs. Up to nine units of coursework may be applied to both the major and Gerontology minor.

MAJORS THAT COMPLIMENT THE MINOR IN GERONTOLOGY

The Gerontology minor is available and appropriate to strengthen and otherwise complement the course work of students in many majors. Notation of the minor appears on the transcript and the diploma.

MASTER OF SCIENCE IN GERONTOLOGY

The Master of Science program combines training in both scientific and applied areas of gerontology. Because various departments across the University participate in the program, the student is able to design a course of study that will meet his or her individual needs. In addition

^{*} Meets General Education requirement.

to course work in research and theory, the program provides preparation for work in a variety of settings. It can also be tailored to meet the needs of the student who wants to prepare for doctoral programs.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admissions to Graduate Standing: Conditionally Classified

An applicant who meets the following requirements may be considered for conditionally classified graduate standing.

- Baccalaureate degree from an accredited institution and a grade point average of at least 2.5 in the last 60 units attempted.
- The baccalaureate must be in gerontology or a related field in conjunction with an undergraduate minor, certificate, or emphasis in gerontology or the equivalent. In the absence of the above, the student should have the following 12 units of upper-division course work in gerontology or their equivalent:



Biology 306 Biology of Aging (3 units)

Kinesiology 454
Physical Activity and the Aging Process (3 units)

Psychology 362
Psychology of Aging (3 units)

Sociology 333

Sociology of Aging

(3 units)

- Completion of Psychology 201 or Sociology 303, or an equivalent statistics course.
- A grade-point average of at least 3.0 in gerontology-related course work.
- Three satisfactory letters of recommendation.
- Professional objectives as presented in a student letter of intent.
- Completion of a Gerontology Programs application form, obtainable from the Gerontology Programs Office.

The following additional criteria may be taken into consideration: research experience, previous paid or volunteer experience in working with elderly people.

It may be possible for applicants who have minimal deficiencies in prerequisite requirements, as detailed above, but who are otherwise highly qualified, to be admitted in conditionally classified graduate standing, with provisions made for removal of deficiencies prior to the granting of classified standing. For further information, consult with the Gerontology Program Coordinator.

Admissions to Graduate Standing: Classified

Each student, in consultation with the program coordinator, will develop a program of study. This program will be outlined in an official university study plan form. Students who have met the requirements for conditionally classified standing will be granted classified standing upon submission of an adviser-approved study plan to the Graduate Studies office.

Study Plan

The Master of Science in Gerontology requires 30 units of approved graduate work with a minimum of 21 units at the 500-level.

Core Courses (12 units)

Gerontology 500 Processes of Adult Development and Aging (3)

Gerontology 501 Research Methods in Gerontology (3)

Gerontology 503 Aging and Public Policy (3)

Gerontology 595 Gerontology Internship (3)

Gerontology Electives (6-9 units)

Gerontology 504T Selected Topics in Gerontology (3)

Gerontology 526 Administration and System Management in Programs for Older Adults (3)

Gerontology 506 Economics of Aging (3)

Gerontology 507 Professional Issues in Gerontology (3)

Gerontology 599 Independent Study in Gerontology (1-3)

Multidisciplinary Electives (6-9 units)

Selected from two or more departments with the program coordinator's approval:

Electives are:

Anthro 408 Ethnogerontology (3)

Counseling 475T Counseling Special Populations [Older Adults] (3)

Finance 411 Retirement and Estate Planning (3)

Kinesiology 454 Physical Activity and the Aging Process (3)

Kinesiology 455 Fitness Evaluation and Programming for Older Adults (3)

Philosophy 448 Death, Aging, and Meaning (3)

Psychology 543 Advanced Life Span Development (3)

Sociology 433 Aging and Social Services (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3) [Topic: Life Span Developmental Sociology]

Women's Studies 410 Women, Health, and Aging (3)

Thesis or Project or Comprehensive Exam (0-3 units)

Gerontology 597 Project (3)

OR Gerontology 598 Thesis (3)

OR Comprehensive Exam (0 units)

If a project or thesis is not done, an additional 3 units of Gerontology 500-level elective courses and a comprehensive examination must be taken.

PROFESSIONAL CERTIFICATE IN GERONTOLOGY

Admission to this program requires a bachelor's degree with a minimum grade-point average of 2.5 in the last 60 semester units. The program requires 18 units total: 15 units of required courses and three units of electives. For further information on specific course content on this certificate and others related to Gerontology, please contact Extended Education, (714) 278-2611.

OTHER GERONOTOLOGY PROGRAMS

Sociology, B.A., M.A.

An Emphasis in Gerontology is offered within the Bachelor of Arts and the Master of Arts in Sociology. Degree requirements are outlined in the Sociology Department section of this catalog.

Kinesiology, B.S., M.S.

Students pursuing the B.S. or M.S. in Kinesiology may choose a focus area in Gerontology. Requirements are available through the Department of Kinesiology and Health Promotion.

Human Services, B.S.

Students pursuing a B.S. in Human Services may choose a gerontology track. Requirements are available through the Department of Human Services.

GERONTOLOGY COURSES

Courses are designated as GERO in class schedule.

410 Women, Health and Aging (3)

(Same as Women's Studies 410)

500 Process of Adult Development and Aging (3)

Prerequisite: admission to M.S. in Gerontology degree program or consent of instructor. Overview of theory and research on biological, psychological, and social changes that accompany adult development and aging. May include a service learning component.

501 Research Methods in Gerontology (3)

Prerequisite: admission to M.S. in Gerontology or consent of instructor. Overview of research processes and problems in gerontology; more detailed study of applied research, including program evaluation, in the field of gerontology.

503 Aging and Public Policy (3)

Prerequisites: Gerontology 500, Sociology 333, Political Science 309 or 315, or classified graduate student status. Origin, development, and overview of public policies affecting older persons, families, and service providers. Political administrative, advocacy, and private sector involvements in employment, retirement, income security, health care, social services, and housing of older persons. May include a service learning component. (Same as Political Science 503 and Sociology 503)

504T Selected Topics in Gerontology (3)

Prerequisites: classified status in the M.S. in Gerontology Program and consent of instructor. A detailed examination of a selected area of gerontology. Emphasis will be both on the relevant literature and on the preparation, presentation (oral and written), and discussion of research papers. May be repeated once for credit with different topic.

506 Economics of Aging (3)

Prerequisites: admission into the Gerontology M.S. Program or classified SBAE status and Gerontology 501 or Economics 340 or consent of instructor. Economic consequences of population aging and the economic status of the aged. Income adequacy in old age: dependency, work income, retirement income planning, social security income, employer-sponsored pensions, financing health care. Economic security today and tomorrow. International comparisons. (Same as Economics 506)

507 Professional Issues in Gerontology (3)

Prerequisite: classified graduate student status. An introduction to the concepts, attitudes, knowledge, skills and ethical issues upon which professional practice in gerontology is based.

526 Administration and Systems Management (3)

Prerequisites: admission to the M.S. in Gerontology program and Gerontology 501 (pre/co-requisite), or a course in basic statistics and Political Science 309 or 320. Management oriented analysis of organizational behavior. Treatments of decision making, leadership, communication, group dynamics and ethical aspects of organization. Includes application of theories of administration and systems management to public and volunteer programs and services (Same as Political Science 526).

595 Gerontology Internship (3)

Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and program coordinator.

Supervised experience in organizations that serve older adults and their families. May be repeated once for credit.

597 Project (3)

Prerequisites: classified status in the M.S. in Gerontology Program and consent of instructor and program coordinator. Under the direction of a faculty member, a topic that integrates learning in the program with an applied area of student interests will be selected, and a major project on the topic will be developed and submitted.

598 Thesis (3)

Prerequisites: classified status in the M.S. in Gerontology degree program and consent of instructor and program coordinator. Individual research under supervision, reported in a thesis and defended successfully in an oral examination conducted by a faculty thesis committee.

599 Independent Study in Gerontology (1-3)

Prerequisites: completion of the M.S. in Gerontology core courses or consent of instructor and program coordinator. Individualized study with an instructor whose recognized interests are in the area of the planned study. Conferences with the instructor as necessary, and the work will culminate in one or more papers. May be repeated once for credit.

DEPARTMENT CHAIR

William W. Haddad

DEPARTMENT OFFICE

Humanities 815F

DEPARTMENT WEBSITE

http://hss.fullerton.edu/history/

PROGRAMS OFFERED

Bachelor of Arts in History Minor in History Master of Arts in History

FACULTY

Gordon Bakken, Leland Bellot, Gayle Brunelle, Jochen Burgtorf, Jack Crabbs, Touraj Daryaee, Kristine Dennehy, Jack Elenbaas, Nancy Fitch, Natalie Fousekis, George Giacumakis, Cora Granata, William W. Haddad, Arthur Hansen, Harry Jeffrey, Samuel Kupper, Mougo Nyaggah, Ronald Rietveld, Seymour Scheinberg, Gary Shumway, Laichen Sun, David Van Deventer, Nelson Woodard, James Woodward, Philippe Zacair, Cecile Zinberg

ADVISERS

General Advisement:

Check with departmental office.

Undergraduate Coordinator:

Gayle Brunelle

Graduate Adviser:

Jack Elenbaas

Credential Advises:

Nelson Woodard

INTRODUCTION

Historians engage in systematic study of the human past in order to discover meaning for people in the present. The student of history may draw upon the subject matter and methods of many academic disciplines. Thus, social history employs the methods of the social sciences, including quantitative analysis, in examining social movements and issues in the past; psychohistory utilizes the approaches of psychology in the study of the behavior of historically significant individuals and groups; and the development of the various areas of human intellectual and cultural activity, for instance the arts and sciences, are studied to inform us of how and why people have thought as they did.

Lower-division survey courses are designed to convey the broad sweep of past human events and introduce the student to the study of causation and historical source materials. Aspects of the philosophy and methodology of history and the mechanics of writing historical essays are addressed in History 300A and 300B. The study, in greater depth, of specialized historical topics comprises the bulk of the upper-division offerings of the department. History majors are required to take History 490T, a senior seminar on a special topic in which they are expected to write an original historical essay based chiefly upon the analysis of historical materials that date from the time of the events studied

The history major is useful for students who: (1) seek a broad liberal arts education with the option to choose more specialized study by geographical region, epoch and focus of inquiry (cultural, social, etc.); (2) plan a career in government service, including positions in United States Government agencies and international organizations overseas; (3) in business where writing, research and people skills are important; (4) pursue a career in private, nonprofit organizations that may involve research and service organizations, i.e. archives, museums and libraries; (5) desire to study law; (6) intend to prepare for primary or secondary school teaching, or (7) intend to work for advanced degrees in history in preparation for college teaching. The department is committed to the university's missions and goals-where learning is preeminent.

Credential Information

The bachelor's degree in history may be effectively combined with subject matter studies necessary for either the multiple subject teaching credential (K-8) or single subject credential (7-12) in history. Teaching credentials require specific study plans and students are urged to seek advice from an adviser early in their course of study. Majors planning to teach at the secondary level should have a study plan approved by the Undergraduate Coordinator or designee by the first semester of their junior year in residence. Undergraduates are also encouraged to contact the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

Center for Oral and Public History

The Center for Oral and Public History, under the sponsorship of the Department of History, is one of the most comprehensive university-based oral history programs in the nation. In addition to offering course work in interviewing techniques, technical processing methodology, and community fieldwork, the program administers an assortment of ethnic, political, and other regional projects.

Pre-Professional Information

Students intending careers in government service or business should seek counsel from an adviser. Those planning to pursue graduate study in history should consult a faculty member of their choice. Those who expect to attend law school should plan their course of study with Professors Bakken, Bellot, or Kupper.

Prizes and Scholarships

Students should inquire at the department office for information regarding departmental prizes and scholarships.

BACHELOR OF ARTS IN HISTORY

The B.A. in History requires a minimum of 120 units that includes courses for the major, General Education, all University requirements, and free electives. History majors are expected to earn at least a "C" in History 300A, 300B and 490T.

The major requires a total of 45 units distributed as follows

Introductory Survey Courses (12 units)

World Civilization (6 units)

History 110A World Civilizations to the 16th Century (3)
 AND History 110B World Civilizations Since the 16th Century (3)

U.S. History (6 units)

2. History 170A United States to 1877 (3) AND History 170B United States Since 1877 (3)

OR History 180 Survey of American History (3)

OR History 190 Survey of American History with Emphasis on Ethnic Minorities

Intermediate Requirements (24 units)

History 300A Historical Thinking (3)

History 300B Historical Writing (3)

At least 6 units in each of the following fields

- 1. United States History
- 2. European and Ancient Mediterranean History
- 3. Latin American, Asian, African, or Middle Eastern History

Advanced Requirements (9 units)

Two upper-division history electives (6)

History 490T Senior Research Seminar (3)

MINOR IN HISTORY

The minor in history, undertaken in consultation with a history adviser, should include a concentration in a general field.

- Lower-division course work 6 or 9 units (including general education)
- Upper-division course work 15 or 18 units (including History 300A)

A total of 24 units is required for the minor in history.

To complete 24 units, the student has the option of taking the last three units either in the introductory requirements or the upper-division course work.

MASTER OF ARTS IN HISTORY

The Master of Arts degree in history is designed to provide a course of study for those whose interests are in teaching, business, government service and the professions as well as for personal enrichment. It offers all the basic requirements for those who intend to pursue a doctoral degree upon the completion of their study at California State University, Fullerton.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, dead-lines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Prerequisites

Applicants to the Master's program must first fulfill all requirements for admission to graduate standing in the University. A student must have a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units and a 3.0 grade-point average in upper-division history courses. After fulfilling the university requirements, the applicant's records are sent to the History Department's graduate coordinator for evaluation. Students with deficiencies will be considered for admission only after they have completed courses approved by the coordinator.

Study Plan

Each student determines his or her study plan with the graduate coordinator and an adviser in the area of specialization before commencing course work. Two plans are offered: Plan I, in which one specific field of interest is developed, requiring a written thesis or project (with an oral examination taken before the final draft); Plan II, in which the student must pass written comprehensive examinations in two of the following fields: (1) American; (2) European; or (3) Latin American, Asian, African, or Middle Eastern areas.

Thirty units of work are required for the master's degree. All students must complete the following courses:

History 501 Theory and History (3)

History 521T Directed Readings Seminar-European History (3)

OR History 571T Directed Readings Seminar-American History (3)

History 522 Seminar in European History (3)

OR History 572 Seminar in American History (3)

In addition, nine more units of 500-level course work must be taken, making a total of 18. The remaining 12 units may be taken in 400-level or graduate courses related to the study plan, at least one of which must be taken in history.

Before advancement to candidacy, a cultural understanding or research skill requirement must be met. This may be fulfilled in a variety of ways: (1) an examination on reading ability in a foreign language, (2) completion of 12 units of comparative studies in other departments appropriate to the student's program, (3) an examination or courses taken in statistics, or (4) courses and certification by the director of the Center for Oral and Public History.

EMPHASIS IN PUBLIC HISTORY

Students seeking admission to the Master of Arts in history with an emphasis in public history must meet the same admission requirements as those entering the regular history program. The degree requirements include 30 units of course work and completion of cultural understanding or skill requirement prior to candidacy.

Required History Courses (9 units)

History 501 Theory and History (3)

History 506 Seminar in Public History (3)

History 571T Directed Readings Seminar-American History (3)

Electives (15 units)

Electives must include six units in adviser-approved content courses, three of which must be in history, and six units from the following applied courses:

History 456 Introduction to Public History (3)

History 492 Community History (3)

History 493 Oral History (3)

History 494 History and Editing (3)



Culminating Experience (6 units)

History 596 Graduate Internship in History

History 597 History Project (3 or 6)

For further information call the Department of History.

HISTORY COURSES

Courses are designated as HIST in the class schedule.

110A World Civilizations to the 16th Century (3)

The development of Western and non-Western civilizations from their origins to the 16th century.

110B World Civilizations Since the 16th Century (3)

The development of Western and non-Western civilizations from the 16th century to the present. (CAN HIST 16; CAN HIST SEQ C = History 110A and 110B)

170A United States to 1877 (3)

The political, social, economic and cultural development of the United States to 1877. Old World background, rise of the new nation, sectional problems, the Civil War and Reconstruction. (CAN HIST 8)

170B United States Since 1877 (3)

U.S. History from the late 19th century to the present. Economic transformation, political reform movements, social, cultural, and intellectual changes, and the role of the United States in world affairs.

(CAN HIST 10; CAN HIST SEQ B = History 170A and 170B)

180 Survey of American History (3)

American history from prehistoric times (before 1492) to the present according to chronological time periods. Basic themes which pervade the entire sweep of the nation's history. Satisfies state requirement in U.S. History. Not available for credit to students who have completed History 190.

190 Survey of American History with Emphasis on Ethnic Minorities (3)

A survey of American history from prehistoric times (before 1492) to the present with special emphasis on the role of race and ethnicity. (Same as Afro-Ethnic Studies/ Chicano Studies 190). Credit will not be given for both History 180 and 190.

201 The History of Asian Pacific Americans (3)

Prerequisite: completion of General Education category III. C.1. This class examines the origins and evolution of Asian American communities and cultures, with an emphasis upon the southern California region, through selected books, oral histories, films, outside speakers, and excursions. (Same as Asian American Studies 201)

230 The Ascent of Man (3)

Science and technology in the development of human culture, especially the development of science in western culture since the 17th century. Scientific concepts, their emergence and the social impact of science.

300A Historical Thinking (3)

The nature of history, history of historical thought, and history's relationship to the humanities and social sciences. Seminar required of all history majors. History majors must earn at least a "C" in this course.

300B Historical Writing (3)

Prerequisite: History 300A. Research, writing and library usage (including computer- assisted bibliographic searches) as related to history. Meets the classroom portion of the upper-division writing requirement for history majors. Seminar required of all history majors. History majors must earn at least a "C" in this course.

302A Historical Dimension of Liberal Studies (3)

Prerequisites: prior or concurrent completion of Liberal Studies 300 and completion of General Education Category II.A. The origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, the social sciences, and the arts and humanities. (Same as Liberal Studies 302A)

302B Historical Dimension of Liberal Studies (3)

Prerequisite: completion of History 302A with a grade of C or better. The origins and development of modes of thought and forms of expression in the three core areas of liberal studies, i.e., the natural sciences, the social sciences, and the arts and humanities. (Same as Liberal Studies 302B)

311 World War II (3)

A history of World War II: Films, documentaries, lectures and discussion

320 Modern European History (1789 - Present) (3)

Prerequisites: History 110B or completion of General Education category III.C.1. Explores major political, social, economic, and cultural developments in Modern Europe. Topics include: French Revolution, industrial revolution, liberalism, socialism, nationalism, imperialism, urbanization, modernity, the World Wars, Russian Revolution, inter-war period, and post-1945 period.

350 History of Latin American Civilization (3)

Prerequisite: completion of General Education category II.A and III.C.1. The social, economic, political and cultural evolution of Latin America from the European conquest to the present.

355 History of African Civilization (3)

Examines the social, political, economic and cultural evolution of African civilizations from early times to the present. Credit will not be given for both History 355 and Afro-Ethnic Studies 346.

360 Modern Asia: Nationalism and Revolutionary Change (3)

Prerequisite: History 110B and completion of General Education category III.C.1. A modular analysis of nationalism, revolution and modernization as drawn from the experiences of the countries of China, Japan, India and Southeast Asia.

377 Women's Image in American Film (3) (Formerly 477)

Prerequisite: completion of the General Education category II.B.1 Images, symbols, visual metaphors and myths will be studied as they relate to the image of women. Change in film images will be contrasted with the changing status of women in America. Not available for graduate degree credit.

386A American Social History 1750-1860 (3)

Prerequisite: completion of General Education category II.B. A social history of the United States to the Civil War; reform movements, temperance, moral purity, women's rights, anti-slavery, spiritualism and their importance to the formation of a modern society.

386B American Social History 1865-1930 (3)

Prerequisite: completion of General Education requirement II.B.

A social history of the United States from the Civil War; reform, social organization and values. The women's movement, censorship, divorce, the child and the limits of reform movements in an organizational society.

394 The American Civil War (3)

Prerequisite: History 170A, 180, or consent of instructor. A history of the American Civil War. Both contemporary and current analyses of the war will be amplified by the use of films and slides.

395 A History of the First World War (3)

Prerequisite: History 110B or consent of instructor. A history of the Great War stressing the military, social, economic and political aspects of the war. Films, documentaries and special lectures.

400A Concepts in World History, Ancient to Early Modern (3)

Prerequisite: History 110A. Designed primarily for students intending to teach world history. Ways in which world history can be conceptualized. Explores such themes as nomadism, syncretism, cross cultural trade and European diffusionism.

402 Ancient and Medieval Britain (3)

Prerequisite: History 110A. Britain from 5 B.C. to 1485. The constitutional, institutional and cultural aspects of Roman, Celtic, Anglo-Saxon, Norman and Plantagenet Britain.

403 Tudor-Stuart England (3)

Prerequisite: History 110A or 110B. England from the accession of Henry VII to the Glorious Revolution. The political, institutional, ecclesiastical and cultural aspects of the period of the Tudors and Stuarts.

404 History of Modern England and Great Britain (3)

Prerequisite: History 110B. Modern British history (Glorious Revolution to present). The achievement of constitutional monarchy, transition from agrarian to industrial society, establishment of political democracy and the rise and fall of socialism.

405 History of the Jews (3)

Prerequisite: completion of General Education category II.A. The Jewish people from the biblical period to the present. The literature of each period as well as the relationships which exist between the Jewish communities and the societies in which they exist. (Same as Comparative Religion 405)

406 The Holocaust (3)

Prerequisite: History 110B, or any modern European upper-division course. This course will trace the history and examine the origins, implementation, and results of the European-wide programs of persecution and genocide carried out by Nazi Germany and their collaborators against the Jews during the period 1933-1945. (Same as Comparative Religion 406)

408 History of California (3)

Prerequisite: completion of General Education requirement II.B. The political, economic and social history of California from the aboriginal inhabitants to the present; the development of contemporary institutions and the historical background of current issues.

409 Cities in European Civilization, 1000-1915 (3)

Prerequisite: History 110A or 110B. This course is designed to offer undergraduate students an opportunity to explore the urban history of Western Europe from the revival of urban life in the High Middle Ages through WWI, with a focus on urban social and cultural evolution.

410 The Rise of the Atlantic World (3)

Prerequisite: History 110A. Explores the main themes of the history of the Atlantic Basin, 1450-1700, including the discovery and conquest of the New World, Africans' contributions to the creation of the Atlantic world, and the origins of the "plantation complex."

411 World War II Japanese American Evacuation (3)

Prerequisites: completion of General Education category III.C.1 and History 170B, 180, or 190. An exploration of the World War II eviction and detention of people of Japanese ancestry in the United States, pivoting on the significance of this experience in the areas of civil and human rights, cross-cultural relations, and international affairs. Not available for graduate degree credit. (Same as Asian American Studies 411)

415A Classical Greece (3)

Prerequisite: History 110A or equivalent. The civilization of ancient Greece. The rise and flourishing of the classical city-states; the literary and philosophic contributions to modern civilization.

417A Roman Republic (3)

Prerequisite: History 110A or equivalent. Roman social and political institutions under the republic.

417B Roman Empire (3)

Prerequisite: History 110A or equivalent. Roman imperial institutions and culture with attention to the rise of Christianity. (Same as Comparative Religion 417B)

420 The Byzantine Empire (3)

Prerequisite: History 110A or equivalent. The East Roman Empire from Constantine to the Ottoman conquest of 1453. Institutional aspects of Byzantine society: church, state, the economy, law and culture.

421A History of the Christian Church to the Reformation (1517) (3)

Prerequisite: History 110A or equivalent. The Christian Church from its origins in the apostolic preaching through the late Middle Ages and the beginning (1517) of the Reformation in both the East and West. (Same as Comparative Religion 421A)

421B History of the Christian Church from the Reformation to the Present (3)

Prerequisite: History 110B or equivalent. The western church as an institution from the Reformation (1517) to the present. Orthodoxy, Catholicism, and Protestantism in historical perspective. (Same as Comparative Religion 421B)

423 Medieval History, 300-1350 (3)

Prerequisite: History 110A or equivalent. Medieval civilizations-East European, West European, and Islamic-from the decline of the Roman Empire to the beginning of the Hundred Year's War, with emphasis on cultural, intellectual, and social history.

424T Gender and Sexuality in History (3)

Prerequisites: History 110A and 110B, 170A and 170B, or equivalents, or consent of instructor. Variable topics in gender and sexuality in history. Course examines historical forces that shaped masculinity and/or femininity.

425A The Renaissance (3)

Prerequisite: completion of General Education category II.A. Europe in the 14th and 15th centuries: the development of humanism and capitalism in Italy and their impact on European culture, the rise of Renaissance monarchies, the Renaissance papacy, Christian humanism and Renaissance science and mysticism.

425B The Reformation (3) (6) 4201 Some growth most in 624

Prerequisite: completion of General Education category II.A. Europe in the 16th and 17th centuries: the impact of the Protestant and Catholic Reformations on European culture, the religious wars, the price revolution and the crises of the nobility, the rise of absolutism and the early modern family. (Same as Comparative Religion 425B)

427 Enlightenment and Revolution (3)

Prerequisites: History 110A-B. The impact of slavery in the French Caribbean, the rise of nation states, the emergence of Enlightenment thought, feminism, and popular politics during the eighteenth century and the French Revolution.

428 The Rise and Decline of Liberal Europe in the 19th Century (3)

Prerequisites: History 110A-B. The impact of industrialization, liberal political reform, and new forms of consumption and production on the daily lives of men and women who lived in nineteenth century Europe. Socialist, nationalist, and feminist responses to social change.

429A Europe 1890-1945 (3)

Prerequisite: History 110B. A survey of the cultural, political, and economic history of Europe, 1890-1945.

429B Europe Since 1945 (3)

Prerequisite: History 110B. A survey of the cultural, political, and economic history of Europe since 1945.

430 History of Science: Copernicus to the Present (3)

Prerequisites: completion of General Education category III.A.2. Science from the 16th century to the present especially the scientific revolutions of the 17th and 20th centuries and the interaction between science, technology and culture. Not available for graduate degree credit.

432 From Bismarck to Hitler: Modern Germany, 1870-1945 (3)

Prerequisite: History 110B. This course will both survey the social and political history of Germany from 1871 through World War II and introduce students to current historiographical debates in modern German history.

434A Russia to 1890 (3)

Prerequisite: completion of General Education category II.A. The establishment of the Russian state at Kiev through the great reforms, the revolutionary movement and reaction of the 19th century. The shaping of contemporary Russia.

434B The Russian Revolutions & the Soviet Regime (3)

Prerequisite: History 110B or equivalent. The 1905 and 1917 revolutions and the subsequent consolidation of power under the Communist regime. The continuity and change in Russian social, political, cultural institutions and foreign policy affected by the impact of Marxist-Leninist-Stalinist ideology.

449 Race, Ethnicity and Gender in Latin America: A History (3)

Prerequisite: History 110B. The course examines the issues of race, ethnicity, and gender in Latin America from the 15th century to the present. Emphasis will be on Latin America's two largest countries, Brazil and Mexico.

450 African History Since 1935 (3)

Prerequisite: History 110B or equivalent. This course examines the issues of European imperialism, settler cultures, racism and African consciousness, ethnic conflict, gender, nationalist and guerrilla liberation movements, Pan-Africanism, international relations, and society development policies in Africa since 1935. (Same as Afro 450)

451 Colonial Period of Latin America (3)

Prerequisite: History 110A or equivalent. Latin America from its pre-Columbian origins to the era of the Wars of Independence.

Emphasis on the ethnic, social, and cultural factors which characterized the colonial period.

452 20th-Century Brazil (3)

Prerequisite: History 110B. Social, economic, cultural, and political history of Brazil, with particular emphasis on the period since World War II.

453 History of Mexico (3)

Prerequisite: completion of any course which meets the requirements for General Education category II.A. or II.B. History of Mexico from pre-Columbian times to end of the active stage of the Mexican Revolution in 1933. Special focus on the creation of a Mexican historical identity.

454 19th Century Latin America: Era of Nation Building (3)

Prerequisite: History 110B or equivalent. Latin America during the 19th century (1810-1910) with emphasis on cultural and socio-political factors which were important in the creation of Latin American nations. Special focus on development of the Rio de la Plata, the Andean nations, and Mexico.

455 Latin America Since 1945 (3)

Prerequisites: completion of History 110A-B or consent of instructor. Focuses on political, economic, cultural and social patterns in key Latin American nations from 1945 to the present. Not available for graduate degree credit.

456 Introduction to Public History (3)

Prerequisite: History 180 or its equivalent. Applications of history to activities outside of teaching and academic research. Will introduce archival work, historic preservation, exhibit interpretation, and historical research and writing in business, government and individual consulting.

457 West Africa and the African Diaspora (3)

Prerequisite: History 110B or equivalent. This course deals with West African relationships with the African diaspora in the Americas. Examines issues of the origins of political conflict, economic exploitation, racism, gender, revolts, emancipation, Pan-Africanism, and rights of African descendants since the 15th century. (Same as Afro 457)

458 Southern Africa in the 20th Century (3)

Prerequisite: History 110B or equivalent. Twentieth-century developments in the Union (Republic) of South Africa, Central Africa (the Rhodesias and Nyasaland) and the Portuguese colonies; the political, economic and social ramifications of race relations. (Same as Afro-Ethnic Studies 458)

461 Modern Vietnam (3)

Prerequisite: History 110B. A study of the history of Vietnam since 1802. Special emphasis will be placed on the French colonial experience, the Vietnamese struggle against the French from 1946 to 1954, and the American involvement in Vietnam.

462A History of China (3)

Prerequisite: History 110A or equivalent. Chinese history from ancient times to the middle of the 17th century; society, thought, economy and political institutions.

462B History of China (3)

Prerequisite: History 110B or equivalent. Chinese history from the middle of the 17th century to the 1950s. China's internal developments and foreign intrusion, the rise of modern Chinese nationalism and intellectual developments in the Republican period, and the attempts at modernization and the triumph of communism.

462C China Since 1949 (3)

Prerequisite: History 110B or equivalent. History of China from 1949 to the present. The Communist Party, political institutions, ideology, economic modernization and foreign relations of China.

463A History of Japan (3)

Prerequisite: completion of the General Education category II.A. The social, political, and economic history of Japan until 1868 stressing the Tokugawa era.

463B History of Japan (3)

Prerequisite: History 110B or equivalent. The rise of the modern [2]

Japanese state, Japanese imperialism and the postwar era.

464A History of Southeast Asia, 1850-1945 (3)

Prerequisite: History 110B or equivalent. Southeast Asia under the impact of imperialism and the effects of the Pacific War on the European empires.

464B History of Contemporary Southeast Asia (3)

Prerequisite: History 110B or equivalent. Southeast Asia since the Pacific War to the present. The problems of the area and American involvement in Southeast Asia.

465A History of India (3)

Prerequisite: completion of General Education category II.A. Survey of the history of India from ancient times through the arrival of Islam to the decline of the Mughul Empire in 18th century. Political developments, social and religious institutions: Hinduism, Buddhism, Jainism, class, caste, early impact of Europeans. Not available for graduate degree credit. (Same as Comparative Religion 465A)

465B History of India (3)

Prerequisite: History 110B or equivalent. India from early activities of British in 18th century through Indian Independence in 1948.

Political, economic, religious developments: crystallization of British supremacy in South Asia through the Indian Mutiny of 1857; India's struggle for independence; emergence of Gandhi and Nehru. (Same as Comparative Religion 465B)

466A Islamic Civilization: Arab Era (3)

Prerequisite: History 110A or equivalent. Arab predominance in the Middle East from the rise of Islam to the Mongol invasions of the 13th century.

466B Islamic Civilization: Imperial Age (3)

Prerequisite: completion of General Education requirement II.A.

The Mongol invasions of the Middle East and their effects. The

Ottoman Turkish, Safavid Persian and Moghul Empires to 1800.

467 The Middle East in the 19th Century (3)

Prerequisite: History 110B or equivalent. Western penetration of the Middle East and the reaction to it, modernization, the growth of nationalist movements and revolutionary disturbances ending with World War I.

468 Middle East in the 20th Century (3)

Prerequisite: History 110B or equivalent. Social, political and economic changes in the Middle East since World War I. The period after World War II and recent independence movements.

469 American Military History (3)

Prerequisite: History 180 or equivalent, A survey of America's military experience focusing upon the democratic, industrial, managerial, mechanical, scientific, and social revolutions that have molded military institutions and national policies.

470 American Colonial Civilization (3)

Prerequisite: History 170A, 180, or consent of instructor. Analyzes the creation and development of societies in English North America from 1492-1754; the emergence of economic, social and political patterns and structures in a maturing Anglo- American culture.

471 The United States from Colony to Nation (3)

Prerequisite: History 170A, 180, or consent of instructor. Social, economic, political and intellectual developments in late 18th-century America, the coming of the American Revolution, origins of American nationalism, social structure of the new nation, and formation and ratification of the Constitution.

472 Jeffersonian Themes in American Society, 1800-1861 (3)

Prerequisite: completion of General Education category in American History, Institutions and Values. Jeffersonian values and their impact upon the social, political and cultural life of the nation.

473 Democracy on Trial, 1845-1877 (3)

Prerequisite: completion of General Education category in American History, Institutions and Values. America's "great national crisis" and the impact of slavery, civil war and national reconstruction upon the democratic process of the republic.

474 United States, 1876-1920 (3)

Prerequisite: History 170B, 180, or equivalent. Industrialization, urbanization, and immigration. Reconstruction, the New South, and the West. Populist and Progressive reform movements. World War I and the Red Scare.

475 United States, 1920-1960 (3)

Prerequisite: History 170B, 180, or equivalent. Major trends and conflicting values in domestic policies, national security policies, the economy, society and culture. Analyses of civil rights, civil liberties, parties and politics. Examination of key historiographic controversies.

476 United States Since 1960 (3)

Prerequisite: History 170B, 180, or equivalent. U.S. History from 1960 to present, interrelating foreign and domestic policy, economic, social and cultural trends, a study of U.S. history as it is being formed.

478 The History of Orange County (3) and domestic Tolk

Prerequisite: History 170B, 180, or equivalent. The history of Orange County. Stress on the process of urbanization.

479 The Urbanization of American Life (3)

Prerequisite: completion of General Education category II.B. Urban life in America; the colonial town, the western town and the industrial city.

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480 Development of American Law (3)

Prerequisite: History 170A or 170B. American law; contracts, property, commercial law, criminal law, corporations, torts, civil procedure and the legal profession.

481 Westward Movement in the United States (3)

Prerequisite: completion of General Education category II.B. The expansion of the United States population and sovereignty from the eastern seaboard to the Pacific, colonial times to 1900; regional development during the frontier period.

482 Themes in American Thought (3)

Prerequisite: History 170A-B, 180, or 190. An examination of intellectual movements and ideas from the colonial period through the twentieth century. Examples of topics treated are: Puritanism; the Enlightenment influence in America; utopian reform; Darwinism; and Freudian thought.

483 American Religious History (3)

Prerequisite: completion of General Education category II.B.

American religious life and the proliferation of religious organizations as the result of the transplanting of the European religious heritage in a new environment. Not available for graduate degree credit.

(Same as Comparative Religion 483)

484 American Legal and Constitutional History (3) hospital 004

Prerequisite: completion of General Education category II.B.

Examination of legal and constitutional issues affecting the development of the U.S. Constitution, American law and government. The course will survey developments from English and colonial legal origins to constitutional problems of the post-World War II era.

485 United States Foreign Relations (3)

Prerequisite: History 170B, 180, or equivalent. Relations from 1900 to the present. The United States as a world power in the 20th-century; the search for world order and the diplomacy of the atomic age.

486 United States Cultural History (3)

Prerequisite: completion of General Education category II.B. The social and intellectual development of the United States from the Civil War to the present.

487 History of American Parties and Politics (3)

Prerequisite: completion of General Education category II.B.

Development of American political parties and issues from 1787 to the present. Analyzes the evolution and change in American political parties and the recent impact of mass media upon them.

490T Senior Research Seminar (3)

Prerequisites: History 300A and 300B or consent of instructor. Directed research seminar with class discussions applied to specific topics and areas as schedule and staff allow. Original research and writing. Required of all history majors. History majors must earn at least a "C" in this course.

491T Proseminar in Special Topics in History (3)

Prerequisite: History 300A and 300B or consent of instructor. Intensive study of selected phases or periods of history.

492 Community History (3)

Prerequisite: completion of General Education category II.B.

Historical development of communities in general including the

Orange County area. Techniques of gathering and processing local

historical data, including oral interviews and other archival materials

493 Oral History (3)

Prerequisite: completion of General Education category II.B. The utilization of tape recorded interviews to document significant events in 20th-century history. Training will be given in interviewing techniques, specific background research and equipment use, after which students conduct a number of tape recorded interviews.

494 History and Editing (3)

Prerequisite: senior standing and consent of instructor. Techniques of editing, book and photo layout, and indexing. Focuses on oral history documents but includes other historical and technical editing.

498 History Internship (3)

The internship program offers work experience related to the history academic program or to areas of public and private employment where any liberal arts major is appropriate.

499 Independent Study (1-3)

Open to advanced students in history with consent of department chair. May be repeated for credit.

501 Theory and History (3) (Formerly History 503)

History 300A or equivalent or consent of instructor. Seminar introducing student to philosophical issues in history as a humanistic social science, to epistemological considerations of the relationship of history to other disciplines, and to new subdisciplines in history. Required for the M.A.

506 Seminar in Public History (3) And Annual Market Added

Prerequisite: consent of instructor. Seminar in sources, themes, writing and formats used by historians working outside the classroom. Content will vary with instructor and will emphasize application of historical methods to various sectors of community history. Alternative to History 572/522 requirement for M.A. Required for M.A. students pursuing the Public History Emphasis.

521T Directed Readings Seminar in Fields of European History (3)

Prerequisite: a three-unit upper-division course in the sub-field of the offering or its equivalent. A critical examination of the literature that has been important in different fields of European history. May be repeated for credit when covering a different subfield.

522 Seminar in European History (5) (Formerly History 520)

History 501 or equivalent. A seminar in which students will utilize primary sources in writing research papers in European History. May be repeated once for credit when covering a different sub-field.

571T Directed Readings Seminar in Fields of American History (3)

Prerequisite: a three-unit upper-division course in the sub-field of the offering or permission of instructor. A critical examination of literature that has been important or influential in specific fields of American history. May be repeated for credit when covering a different sub-field.

572 Seminar in American History (3) (Formerly History 570)

History 501 or equivalent. A seminar in which students will utilize primary sources in writing research papers in American History. May be repeated once for credit when covering a different sub-field.

596 Graduate Internship in History (3)

Prerequisite: classified graduate status. Professional-level internship in historical work. Usually precedes History 597, Project, and constitutes research phase of main graduate exercise as well as preparation for post-graduate career. This course may be repeated for credit.

597 History Project (3 or 6)

The editing of a significant body of primary source materials, including a critical and interpretive introduction as well as appropriate reference and explanatory notes. Foreign sources will normally be translated into English.

598 Thesis (3 or 6)

Prerequisite: consent of instructor. May be repeated for credit.

599 Independent Graduate Research (1-3)

Open to graduate students in history with consent of department chair. May be repeated for credit.

INTRODUCTION

The Bachelor of Science in Human Services is a carefully articulated program providing both the academic and experiential background for the student seeking a career working with people in the varied and expanding field of human services. An application-oriented major, it is based on a synthesis of knowledge from several social sciences, together with methodologies of intervention at the individual, group and community levels. Human services graduates are educated to respond in an informed way to identifiable human service needs in a variety of settings. The program's orientation and its synthesis of knowledge from many background disciplines, as well as its focus on the development of specific methods and practical skills to apply this knowledge, give it a unique perspective.

The Human Services major is structured around four interrelated components: theoretical foundations/intervention strategies; client population/cultural diversity; research/evaluation; and skill development/field experience.

BACHELOR OF SCIENCE IN HUMAN SERVICES

The Bachelor of Science in Human Services requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The requirements for the major consist of 54 units. The required core curriculum consists of 36 units (in the above four areas), plus 18-units of adviser-approved courses related to one's anticipated professional specialization.

Majors must achieve a grade of C or better in all courses included in the core curriculum and in the advisement track. It is the student's responsibility to consult an adviser on the human services faculty at least once during each of her/his first two semesters on campus to develop a study plan identifying courses for the advisement track.

Community College Transfer Students

Community college transfer students may apply a maximum of 12 units of course work in human services and related fields towards the total of 54 units. Transfer of any units must be approved by the student's adviser and the department adviser. For transfer students with a certificate in Substance Abuse, up to 18 units of course work in human services may be applied to the total of 54 units.

Multiple Subject Credential Students

The Human Services degree may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree.

Required Core Curriculum (36 units)

Theoretical Foundation/Intervention (9 units)

Human Services 201 Introduction to Human Services (3)

Human Services/Counseling 380 Theories and Techniques of Counseling (3)

Human Services 310 Case Management (3)

OR Sociology 305 Techniques of Social Welfare (3)

DIVISION OF CHILD, FAMILY AND COMMUNITY SERVICES

DIVISION HEAD

Vacan

DEPARTMENT CHAIR

Mikel Hogan-Garcia

DEPARTMENT OFFICE

Education Classroom 105

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/HUSR/ husrhome.htm

PROGRAMS OFFERED

Bachelor of Science in Human Services Minor in Human Services

FACULTY

John Doyle, Mikel Hogan-Garcia, Kristi Kanel, Mikyong Kim-Goh, Carl Renold, J. Michael Russell Client Populations/Cultural Diversity (9 units)

Afro/Human Services 311 Intracultural Socialization Patterns (3)

Child/Adolescent Studies 312 Human Growth and Development (3)

OR Psychology 361 Developmental Psychology (3)

Psychology 341 Abnormal Psychology (3)

OR Sociology 351 Sociology of the Family (3)

Research/Evaluation (9 units)

Psychology 201 Elementary Statistics (3)

OR Sociology 303 Statistics for the Social Sciences (3)

OR Human Services 315 Research and Data Management in Human Services (3)

Human Services 385 Program Design and Proposal Writing (3)

Human Services 470 Evaluation of Human Services Programs (3)

Skills Development/Field Experience (9 units)

Human Services 396 Practicum Seminar (2) and Human Services 396L Practicum (1)

Human Services 495 Fieldwork Seminar (2) and Human Services 495L Fieldwork (1)

Human Services 496 Internship Seminar (2) and Human Services 496L Internship (1-3)

Note: The practicum/ fieldwork/ internship courses (Human Services 396 and 396L, 495 and 495L, and 496 and 496L) must be taken in sequence. Only one fieldwork course may be taken in a given semester.

Required Advisement Track (18 units)

In addition to the 36-unit core, the human services degree program requires each student to select, in consultation with an adviser, an 18-unit advisement track in the area of her/his anticipated professional specialization. Advisement tracks include: (1) Mental health track (with emphasis in either counseling or social work; (2) community agency and organizational practice track; (3) gerontology track; (4) elementary education track; and (5) individualized advisement track. Students are expected to consult with an adviser during their first semester in the Human Services Program to develop a study plan.

Note: Human Services 300 Character and Conflict is required in the mental health advisement track and should be taken early in the program.

MINOR IN HUMAN SERVICES

The minor in Human Services, consisting of 21 units, may be of interest to students preparing for careers in the helping professions, as well as students with a personal interest in this field. The minor provides a structured selection of courses offered by the program which can complement other majors and minors by providing practical applications of theory, foundations, self-exploration and supervised fieldwork in a human services setting. Only courses listed in the articulation agreement may be transferred from community colleges.

Required Foundation Courses: 9 units

Human Services 201 Introduction to Human Services (3)

Human Services 311 Intracultural Socialization Patterns (3)

Human Services 380 Theories and Techniques of Counseling (3)
OR Sociology 305 Techniques of Social Welfare (3)

Electives select 3-9 units from the following

Human Services 300 Character and Conflict (3)

Human Services 310 Case Management (3)

Human Services 385 Program Design and Proposal Writing (3)

Human Services 400 Ethical and Professional Issues in Human Services (3)

Human Services 410 Crisis Intervention for Para-Professionals (3)

Human Services 411 Human Services Delivery to Communities (3)

Human Services 415 Treatment Issues in Drug Addiction (3)

Human Services 416 Group Process and Membership (1-3)

Human Services 420 Human Services Management (3)

Human Services 430 Child Abuse and the Human Services (3)

Human Services 450 Theory and Practice of Group Counseling (3)

Human Services 470 Evaluation of Human Services Programs (3)

Human Services 475 Human Services Policy and Practice (3)

Human Services 480 Case Analysis and Intervention Techniques (3)

Fieldwork select 3-9 units from the following

Human Services 396/396L Practicum Seminar (2)

and Practicum (1)

Human Services 495/495L Fieldwork Seminar (2)

and Fieldwork (1)

Human Services 490 Practicum in Group Leadership (3)

Human Services 496/496L Internship Seminar (2)

and Internship (1-3)

Equivalent practicum/internship course from a related University department

HUMAN SERVICES COURSES

Courses are designated as HUSR in the class schedule.

196 Student-to-Student Tutorial (1-3)

Prerequisite: approval of Department Chair. Students gain tutoring experience with peers needing special assistance on a one-to-one basis or in small group settings. 1-3 units, credit/no credit only, does not count toward the Human Services major/minor or G.E. requirement.

201 Introduction to Human Services (3)

The origin and scope of human services including theoretical frameworks, the functions and activities of human services organizations, and the roles and related skills of human services workers.

300 Character and Conflict (3)

Prerequisite: consent of instructor at first class meeting. An experiential, theme-oriented class exploring life choices in the struggle for personal autonomy. Themes include: body image, sex roles, love, sexuality, intimacy, marriage, loneliness, death, meaning and values. Credit/no credit only.

310 Case Management (3)

Prerequisites: Human Services 201, 396, 396L or equivalent. This course examines the principles and critical issues in case management, along with the various models of service delivery. Special attention will be given to the diverse populations utilizing case management systems. Collaborative and interagency services will be examined.

311 Intracultural Socialization Patterns (3)

(Same as Afro Studies 311)

315 Research and Data Management in Human Services (3)

Prerequisites: Completion of General Education category III.A.1. and Human Services 201. An overview of basic research and assessment skills appropriate to the delivery of human services. This course focuses on introductory skills relating to library search techniques, evaluation of research articles, computer based data analysis, tracking of client progress and implications for human services.

318 Human Services for Immigrants and Refugees (3)

Prerequisite: Human Services 201 or 311. This course provides an overview of U.S. immigration policy for newcomers, examines stressors and cultural influences on coping behaviors, and explores culturally sensitive models of human service delivery with an emphasis on Southeast Asian, Latino, and Soviet immigrants and refugees.



380 Theories and Techniques of Counseling (3)

Prerequisite: junior/senior standing or consent of instructor and completion of General Education Category III.C.1. Survey of contemporary theories and techniques of counseling.

The counseling process, comparison of various theoretical approaches, introduction

to professional and ethical issues. (Same as Counseling 380)

385 Program Design and Proposal Writing (3)

Prerequisites: Human Services 201; 396 and 396L, or consent of instructor. Techniques of program design, budgeting and staffing of human service programs; proposal writing and fund development methods; survey of needs assessment procedures.

396 Practicum Seminar (2)

Prerequisite: Human Services 201 and 380; Sociology 305 or Human Services 310. Co-requisite: Human Services 396L. Functions and structure of human services agencies; interrelationships with community services; the role of the human services worker; ethical, legal and professional issues.

396L Practicum (1)

Prerequisites: Human Services 201 and 380; Sociology 305 or Human Services 310. Co-requisite: Human Services 396. Field placement in one or more human service agencies for a minimum of eight hours per week. Credit/no credit only.

400 Ethical and Professional Issues in Human Services (3)

Prerequisites: Human Services 380; 396 and 396L; or Philosophy 310, or consent of instructor. A survey of ethical, legal and professional issues facing the human services worker. Designed to teach a process of ethical decision-making and to increase awareness of the complexities in practice. (Same as Philosophy 400)

410 Crisis Intervention for Para-Professionals (3)

Prerequisite: Human Services 380 or equivalent. Examines the theories and techniques of short-term intervention and subsequent referral procedures. Topics include suicide, battering, AIDS, rape, death, dying and human-induced disasters in the community.

411 Human Services Delivery to Communities (3)

Prerequisite: Afro/Human Services 311 or equivalent. This course provides a framework for identifying the human service needs of varied community groups and focuses on the utilization of this knowledge about those groups in order to develop effective service delivery strategies.

412 Gerontology in Human Services (3)

Prerequisite: Human Services 201. An overview of gerontology and human services practice and policy focusing on historical developments and content of key social, legislative and governmental programs designed for older adults, including the Social Security Act, Older Americans Act, and Medicare.

415 Treatment Issues in Drug Addiction (3)

Prerequisite: Human Services 380 or equivalent. A survey which examines the treatment issues and theoretical models involved in the treatment of drug dependencies. Emphasis is on the specific effects of different drug classifications; understanding drug cultures; women, children and elderly addiction; co-dependency and enabling.

416 Group Process and Membership (1)

Prerequisites: Human Services 300 and 380. A didactic and experiential overview of stages of group development, impact of members on group identity, group member and leader issues. Survey of various counseling groups. May be repeated for credit. Credit/no credit only.

420 Human Services Management (3)

Prerequisite: Human Services 385. Issues in administration and management of human services in community agencies. Topics include assessing client needs, designing human service delivery systems, program budgeting, marketing strategies, accountability, and improving program management.

425T Contemporary Issues in the Human Services (3)

Prerequisite; Human Services 201; Completion or concurrent enrollment in Human Services 380, Sociology 305 or Human Services 310. Systematic study and theory, research findings and intervention strategies related to contemporary issues faced by paraprofessional human service workers. May be repeated for credit under different topic.

430 Child Abuse and the Human Services (3)

Prerequisite: Human Services 201 or equivalent. Introduction to types and symptoms of abuse, assessment techniques, legal and ethical issues, family dynamics pertaining to children, adolescents, and adults abused as children. Special topics include networking and referral, utilizing community resources and prevention.

450 Theory and Practice of Group Counseling (3)

Prerequisites: Human Services 300 and Human Services 380 and consent of instructor. A critical evaluation of ten contemporary theoretical approaches to group counseling as well as issues in group work.

Emphasis is upon applying theories and techniques to actual group situations.

470 Evaluation of Human Services Programs (3)

Prerequisites: Human Services 385 and an elementary social science statistics course. Making program objectives measurable; determining appropriate methodology and techniques to evaluate effectiveness, efficiency and process variables; practical problems of program evaluation.

475 Human Services Policy and Practice (3)

Prerequisites: advanced standing, Human Services 385. Explores the relationship between policy and practice. Emphasis is on the problem of inequities and inequalities in the distribution of resources through social policies and social welfare programs. Particular attention is paid to how policy impacts service delivery to disenfranchised groups.

480 Case Analysis and Intervention Techniques (3)

Prerequisites: Human Services 380, 396 and 396L; Psychology 341. Psychodynamic principles of evaluation, diagnosis and intervention; techniques of counseling appropriate to diverse populations; application of a psychoanalytic perspective to the diagnostic categories of the DSM-IV.

490 Practicum in Group Leadership (3)

Prerequisites: Human Services 300, 380 and consent of instructor. Supervised experience as a group leader. Approaches and techniques of group leadership. May be used as a substitute for 496/496L.

Coordinator approval needed for substitution for 496/496L. May be repeated once for credit.

495 Fieldwork Seminar (2)

Prerequisites: Human Services 396 and 396L. Co-requisite: Human Services 495L. Classroom analysis of agency experience focusing on skills and techniques of human service workers and organizational analysis.

495L Fieldwork (1)

Prerequisites: Human Services 396 and 396L. Co-requisite: Human Services 495. Supervised fieldwork in one or more human service agencies for a minimum of eight hours per week. Credit/no credit only.

496 Internship Seminar (2)

Prerequisites: Human Services 495 and 495L and at least two courses in approved specialization. Co-requisite: Human Services 496L. Supervised internship in a community service agency in area of specialization. Seminar consists of group supervision and discussion of cases. Credit/No Credit only.

496L Internship (1-3)

Prerequisite: Human Services 495 and 495L. Co-requisite: Human Services 496. Each unit of credit requires 120 hours of supervised internship experience in one or more human service agencies in one semester, or eight hours weekly for each unit of credit. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: approval of coordinator, consent of instructor, upperdivision status. Individual research project, either library or field, under the direction of a faculty member. May be repeated for credit. Only three units per semester.

Information Systems and Decision Sciences

College of Business and Economics

INTRODUCTION

The Information Systems and Decision Sciences Department offers courses in Information

Systems, Management Science, Statistics and Logistics.

Information systems are computer based systems that aid management in making decisions and assist in implementing and controlling management policies. Information systems are used in business, industry and government operations. Applications include airline reservations, banking transactions, crime prevention networks, election returns, real estate assessment, tax records, newspaper databases, sports statistics, and computer assisted learning.

Information systems incorporate the use of data processing equipment, such as computers and their peripherals. Computer software is used to create, maintain and retrieve information. Techniques include mathematical modeling and statistics, integrated with modern computer technology. These methods are applied to systems management, programming design, analysis of information flow, decision support, database organization, small business problems, data communication networking, and distributed processing.

Management Science (also known as Operations Research) is the application of the scientific method to decision-making in business and government. In practice, nearly all management science problems involve solutions using computers. Operations research uses mathematical and simulation models to provide decision-makers with quantitative information pertaining to complex business situations. Statistics assists decision-makers by using techniques designed to draw inferences from experimental and sampling data.

Situations that require operations research techniques arise in all areas of business: accounting, finance, production, marketing, and research and development. Among the problems addressed by operations research techniques are the determination of inventory strategies, the allocation of scarce resources and the design of service systems. Others include bidding in competitive environments, selection of equipment replacement strategies and scheduling the completion of large projects.

The statistician is often involved in activities such as sales forecasting, quality control and financial analysis. Statistics is also concerned with model building and the design of experiments dealing with product testing, surveys and sampling.

Logistics is concerned with the movement of materials and finished goods. It encompasses such areas as inventory control, transportation, purchasing, warehouse management, and information support systems. Logistical control is an important component of the success of most manufacturing and service enterprises. It is also used extensively in complex organizations such as airline companies and the military.

FACULTY

Rahul Bhaskar, Shu-Jen Chen, Zvi Drezner, Nicholas Farnum, Zvi Goldstein, S. Hanizavareh, James Hightower, Bhushan Kapoor, Mabel Kung, Bharat Lakhanpal, William Lau, John Lawrence, George Marcoulides, Do Le Minh, Yong-Tae Park, Barry Pasternack, Sorel Reisman, Joseph Sherif, Sohan Sihota, Ram Singhania, Ronald Suich, Samuel Yang

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters.

DEPARTMENT CHAIR

Barry A. Pasternack

DEPARTMENT OFFICE

Langsdorf Hall 540

DEPARTMENT WEBSITE

http://business.fullerton.edu/isds/

PROGRAMS OFFERED

Bachelor of Arts in Business Administration
Concentration in Information Systems
Concentration in Management Science
Minor in Information Systems
Master of Business Administration
Concentration in Information Systems

Concentration in Management Science Master of Science in Information Systems

Concentration in E-Commerce

Concentration in Decision Sciences

In addition, the Information Systems and Decision Sciences Department provides advising about curriculum content and career opportunities:

Graduate Program: Barry Pasternack

Information Systems: Rahul Bhaskar, Bhushan Kapoor, Mabel Kung, Bharat Lakhanpal, Yong-Tae Park, Sorel Reisman, Joseph Sherif, Ram Singhania, Samuel Yang

Operations Research: Shu-Jen Chen, Zvi Drezner, Zvi Goldstein, Seyed Hanizavareh, William Lau, John Lawrence, Do Le Minh, Barry Pasternack, Joseph Sherif

Statistics: Nicholas Farnum, James Hightower, George Marcoulides, Sohan Sihota, Ronald Suich,

Logistics Management: Zvi Drezner, Zvi Goldstein, Barry Pasternack, Joseph Sherif

CREDENTIAL INFORMATION

For students interested in a teaching credential, the Department of Information Systems and Decision Sciences offers courses which may be included in the Subject Matter Preparation Program for the Single Subject Teaching Credential.

Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education, Education Classroom 207.

AWARDS IN MANAGEMENT SCIENCE/INFORMATION SYSTEMS

David S. Stoller Outstanding Management Science Undergraduate
Award

Dr. Wen Chow Outstanding ISDS Undergraduate Award
Klein Family Excellence Award for ISDS 361B
Outstanding Management Information Systems Undergraduate Award
Outstanding Management Science Graduate Student Award
Russell Utterberg Memorial Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION MINOR IN INFORMATION SYSTEMS MASTER OF BUSINESS ADMINISTRATION

For information on the minor in Information Systems, as well as the Information Systems and Management Science concentrations within the B.A. and MBA, please refer to the "Business Administration" programs section of this catalog.

MASTER OF SCIENCE IN INFORMATION SYSTEMS

The Master of Science in Information Systems program provides the conceptual understanding and technical competence for careers in information systems, E-commerce, statistics, operations research and logistics. Emphasis is placed on the use of scientific method to allocate resources so as to maximize profit or minimize cost. Concentrations include E-commerce and decision sciences. These techniques are widely used in both private business and public enterprise. Employment opportunities include positions such as management analyst, data processing manager, statistician, forecaster, and logistical support manager.

The M.S. in Information Systems program is scheduled especially for students who are employed full time. Courses are offered during the late afternoon and evening. The program may also be taken on a full-time basis, as some courses are also offered during the daytime.

The curriculum should appeal to students with undergraduate degrees in business administration, computer science, mathematics, engineering or science. For students with an undergraduate degree in business administration, the 10-course (30-unit) curriculum may be completed in 1 1/2 years (full-time) or 2 1/2 years (part time). The curriculum includes information systems and management science applications, electives, and a capstone course, which includes a terminal project. Students with a bachelor's degree in a field other than business administration must first complete the M.B.A. Foundation Courses (30 units) or equivalent undergraduate courses.

Cal State Fullerton is the only university in Orange County accredited by the American Assembly of Collegiate Schools of Business at both the undergraduate and graduate level. This assures a rigorous program, a well-qualified faculty, high standards for students, and access to an extensive library system. The qualifications of the M.S. in Information Systems faculty include advanced degrees in information systems, operations research, statistics and applied mathematics; extensive computer experience; and practical experience in business, industry and government.

Most graduate courses in the College of Business Administration and Economics require "classified CBE status" and are open only to students with classified standing in the M.S. in Information Systems, M.S. in Taxation, M.A. in Economics, M.B.A. or M.S. in Accountancy programs.

ADMISSION REQUIREMENTS

Students meeting the following requirements will be admitted to post-baccalaureate-unclassified standing:

- Acceptable bachelor's degree from an institution accredited by a regional accrediting association, or equivalent.
- 2. Grade-point average of at least 2.5 in the last 60 semester units attempted and in good standing at last college attended.

Postbaccalaureate-unclassified students may enroll in undergraduate courses (100 through 400 level) but are generally ineligible for graduate business courses (500 level). Such students may wish to take undergraduate courses which are necessary to meet the requirements for classified standing (see below). Upon completing the requirements, the student may file an "Application for Postbaccalaureate/Graduate Change of Academic Objective" requesting admission to the M.S. in Information Systems program. Admission to the university as a postbaccalaureate-unclassified student does not constitute admission to the M.S. in Information Systems program, does not confer priority, nor does it guarantee future admission. Students planning to apply for admission to the M.S. in Information Systems program should confer with the graduate adviser in the College of Business Administration and Economics

Students meeting the following departmental requirements will be admitted to the M.S. in Information Systems program with conditionally classified standing:

Combination of grade-point average and score on the Graduate
 Management Admission Test (GMAT) sufficient to yield a score of

at least 1000 according to one of the following formulas. Due to limited facilities and resources in the College of Business

Administration and Economics, a higher score may be required of all applicants.

- A. If overall undergraduate GPA is at least 2.7 and GMAT is at least 450, then score = (GPA x 200) + GMAT.
- B. If overall undergraduate GPA is below 2.7 or GMAT is below 450, then score = (GPA x 200) + GMAT -50.
- 4. A score in the top 50 percent on the verbal, analytical and quantitative areas of the GMAT. Students who do not reach this level are required to complete a department approved course(s).
- 5. For international students a TOEFL score of 570. A student scoring between 550 and 570 may be admitted conditionally depending upon an evaluation of the entire application file. The student may be required to complete a department approved course(s).

Conditionally classified students may take a limited number of graduate courses (500 level) subject to the approval of the graduate adviser of



the College of Business Administration and Economics. Students may take whatever courses are necessary to fulfill requirement 6 (below) while enrolled as conditionally classified students.

In addition, a maxmum of nine units (three courses) from the M.S. in Information Systems curriculum may be taken while in conditionally classified standing.

Students meeting the following additional requirements will be advanced to classified

standing. Such students are eligible to take graduate courses for which they are qualified.

6. A bachelor's degree with a major in business administration equivalent to the degree as offered at CSUF with at least an overall cumulative grade-point average of 3.00 (B). Applicants with a bachelor's degree in a field other than Business Administration may meet this requirement by passing the courses in calculus and computer programming (below) with grades of at least C, and also the Foundation Courses within the curriculum of the Master of Business Administration (30 units, including Accounting 510; Business Admin 590; Economics 515; Finance 517; Management 515, 516, 518; ISDS 513, 514, and Marketing 519). The MBA Foundation Courses must have at least a 3.0 GPA; Foundation Courses with grades lower than a C must be repeated with at least a C grade.

The degree must include calculus and computer programming equivalent to passing Mathematics 135, Business Calculus (3 units),

and ISDS 265 Introduction to Computing and Application Software (3 units), with grades of at least *C*. Courses in the major which are more than seven years old must be evaluated by the respective Department Chair in consultation with the Department Chair of Information Systems/Decision Science. Courses with grades lower than *C* must be repeated.

7. Approval of study plan.

APPLICATION DEADLINES

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

CURRICULUM

The M.S. in Information Systems curriculum requires 30 semester units of course work beyond the baccalaureate degree. At least 21 of the 30 units required for the degree must be at the graduate level. In lieu of the information systems study plan, students may choose a concentration in either E-commerce or Decision Sciences.

A 3.0 (B) GPA is required in study plan courses and all applicable course work. Any study plan course with a grade lower than C must be repeated with at least a C grade.

INFORMATION SYSTEMS STUDY PLAN

It is recommended that students selecting the Information Systems curriculum take ISDS 309 prior to beginning the program.

Required Core Courses (12 units)

ISDS 550 Business Data Communications (3)

ISDS 551 Information Resources Management (3)

ISDS 552 Information Systems Analysis, Design and Development (3)

ISDS 555 Business Databases: Design and Processing (3)

Electives (15 units)

Five courses (15 units) to be selected in consultation with and approved by the student's adviser. Additional electives to those below may be available. Students should contact the department office for a current listing. Note that students who do not have an undergraduate degree in Information Systems must take ISDS 411 as an elective.

No more than nine units of electives may be at the 400-level.

ISDS 411 Microcomputer Business Application Design (3)

ISDS 413 Business Programming Applications for Enterprise Resource Planning Systems (3)

ISDS 415 Decision Support and Expert Systems (3)

ISDS 418 Privacy and Security (3)

ISDS 435 Integrated Enterprise Information Systems (3)

ISDS 474 Data Mining (3)

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 554 E-Commerce: Technological Perspective (3)

ISDS 556 Data Warehousing & Data Management (3)

ISDS 557 Issues in Business Information Systems and Global Telecommunications (3)

ISDS 558 Advanced Software Development with Web Applications (3)

ISDS 563 Geographic Information Systems for Business (3)

ISDS 576 Business Modeling and Simulation (3)

Students may use one applied management science course and one applied business course as electives. The applied management course may be selected from the following:

ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)

ISDS 560 Advanced Deterministic Models (3)

ISDS 561 Advanced Probabilistic Models (3)

The applied business course elected may be selected from the following:

Accounting 511 Seminar in Managerial Accounting (3)

Economics 502 Advanced Microeconomic Analysis (3)

Finance 523 Seminar in Corporate Financial Management (3)

Management 444 Project Management (3)

Marketing 525 Seminar in Marketing Problems (3)

Terminal Evaluation (3 units)

ISDS 577 Seminar in Information Systems Implementation (3)

Students must complete the individual project in ISDS 577 with a grade of B or better. In exceptional cases, a thesis (Business Admin 598) may serve as an option to the individual written project. See the departmental graduate adviser for details.

E-COMMERCE CONCENTRATION

The E-Commerce concentration is designed to provide students with the technical skills in information technology as applied to the Internet and E-Commerce. Additionally, the program includes courses in small business management/entrepreneurship, marketing, and logistics, as this knowledge base is essential for an individual who would like to create an E-commerce operation. Background prerequisites for this concentration are the following courses or equivalent: ISDS 309 and 371. Students pursuing this concentration take the 12-unit required information systems core courses substituting ISDS 516 for ISDS 551, the ISDS 577 capstone course and the following 15 units of required electives:

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 554 E-Commerce: Technological Perspective (3)

ISDS 558 Advanced Software Development with Web Applications (3)

Management 581 Entrepreneurship and New Ventures (3)

Marketing 455 Strategic Internet Marketing (3)

DECISION SCIENCES CONCENTRATION

Required Courses (9 units)

ISDS 415 Decision Support and Expert Systems (3)

ISDS 526 Forecasting, Decision Analysis and Experimental Design (3)

ISDS 560 Advanced Deterministic Models (3)

OR ISDS 561 Advanced Probabilistic Models (3)

Statistics Course (3 units minimum)

One or more of the following:

ISDS 422 Surveys and Sampling Design and Applications (3)

ISDS 461 Statistical Theory for Management Science (3)

ISDS 467 Statistical Quality Control (3)

ISDS 472 Design of Experiments (3)

ISDS 473 Applied Business Forecasting (3)

ISDS 474 Data Mining (3)

ISDS 475 Multivariate Analysis (3)

ISDS Electives (15 units maximum)

ISDS Electives

ISDS 465 Linear Programming in Management Science (3)

ISDS 490 Queing and Stochastic Models in Management Science (3)

ISDS 516 Introduction to Logistics Analysis Techniques (3)

ISDS 551 Information Resources Management (3)

ISDS 552 Systems Analysis, Design and Development (3)

ISDS 553 Electronic Commerce: Analysis and Evaluation (3)

ISDS 555 Business Databases: Design and Processing (3)

ISDS 560 Advanced Deterministic Models (3)

OR ISDS 561 Advanced Probabilistic Models (3)

ISDS 563 Geographic Information Systems for Business (3)

Electives Outside ISDS (6 units maximum)

Accounting 511 Seminar in Managerial Accounting (3)

Economics 502 Advanced Microeconomic Analysis (3)

Finance 523 Seminar in Corporate Financial Management (3)

Management 524 Seminar in Organizational Behavior and Administration (3)

Management 535 Production and Operations Management (3)

Marketing 525 Seminar in Marketing Problems (3)

Terminal Evaluation (3 units)

ISDS 576 Business Modeling and Simulation (3)

Students must complete the individual project in ISDS 576 with a grade of B or better. In exceptional cases, a thesis (Business Admin 598) may serve as an option to the individual written project. See department graduate adviser for details.

INFORMATION SYSTEMS AND DECISION SCIENCES COURSES

Courses are designated as ISDS in the class schedule

102 Introduction to Information and Multimedia Technology (2)

This hands-on course covers information resources and multimedia tools available to students at CSUF. Topics include: e-mail, the World Wide Web, Internet search engines, computerized library resources, and developing electronic presentations using software such as Power Point.

161 Discovering Business through Decision Science (1)

The students will investigate how businesses operate through tours of a number of manufacturing and service facilities. The emphasis will be on how businesses use quantitative analysis to improve operations.

162 Introduction to Excel Spreadsheets (1)

Introduction to the Excel spreadsheet with emphasis on business applications. Topics include how to enter data, formulas, functions, and enhancing the worksheet to create graphs and databases. Students who take ISDS 265 can not receive credit for ISDS 162.

163 Electronic Research of Business Enterprises (1)

Students will learn how to utilize electronic and non-electronic resources to research the history of a business. The resulting history will be published on the World Wide Web.

165 Navigating the Information Superhighway (1)

This hands-on course is a survey of information resources available through the Internet. Students will cover topics such as e-mail, the World Wide Web, Internet search engines, and computerized library resources.

166 Developing Computer Based Presentations (1)

This course introduces the concepts, principles and techniques for developing computer based presentations. Students will learn to create presentation outlines, use masters and templates, work with graphs and organization charts, and develop electronic slides and transparencies.

167 Practical Approach to Database Systems (1)

This course presents hands-on methods to plan, create, and maintain databases. Students also learn to create customized forms and queries, as well as to develop professional looking reports. Students who take ISDS 265 cannot receive credit for ISDS 167.

168 Mastering the World Wide Web (1)

This course covers how the World Wide Web works and how one can set up a website and author web pages. Topics include: web browsers, design of a website, HTML, multimedia, interactive techniques, CGI, security, and site promotion.

262 Visual Basic for Excel (1)

Prerequisite: ISDS 162 or equivalent. Introduction to the Visual Basic programming language that is a subset of the Excel spreadsheet. Students who take ISDS 265 cannot receive credit for ISDS 262.

265 Introduction to Computing and Application Software (3)

Introduction to computer concepts, computer organization, operation, hardware, systems and application software; business problem-solving and computer programming; applications to business. Microcomputer applications and hands-on exercises in the business arena.

309 Introduction to Operating Systems and Programming (3)

Prerequisite: ISDS 265. Structured programming principles; operating systems; shell commands and scripts; preparing and maintaining disks; managing files and processes; fundamental programming constructs; conditional processing; arrays; subroutines; parameter passing; file processing.

310 Systems Analysis and Design (3)

Prerequisite: ISDS 309 (may be taken concurrently). Systems analysis and design for business information systems; systems development methodologies; managing changes to system parameters; systems process and data models; case tool types and their use; structured vs. object oriented analysis and design.

352 Advanced Data and Information Analysis in Business (3)

Prerequisites: Finance 320 and Marketing 351. Advanced spreadsheet topics for professional business, downloading of databases into spreadsheets and database packages and statistical analyses for decision support; database concepts and design; querying and report writing; applications to financial/marketing forecasting models.

361A Quantitative Business Analysis: Probability and Statistics (3)

Prerequisites: Math 135 and ISDS 265 or equivalents. Corequisite: Business Admin 301. Probability concepts; expectations; descriptive statistics; discrete and continuous random variables; sampling; estimation; hypothesis testing; simple and multiple regression; nonparametric statistics.

361B Quantitative Business Analysis: Statistics and Management Science (3)

Prerequisite: ISDS 361A. Quantitative methods and their application to business and economic problems. Forecasting, ANOVA, quality control, decision analysis, mathematical modeling, optimization, PERT/CPM, inventory.

370 COBOL Programming for Information Systems (3)

Prerequisites: ISDS 309 and ISDS 310 (ISDS 310 can be taken concurrently). Structured and object-oriented COBOL; multiple-level table handling, sequential, indexed, and direct file processing; sort and merge functions; subprograms; abstract data types; objects; inheritance and dynamic binding.

371 C++ For Business Applications (3)

Prerequisite: ISDS 310. C++ syntax, structured programming, table handling, design standards, object oriented programming. Junior or senior CBE standing required.

372 Java Programming for Business Applications (3)

Prerequisites: classified CBE Status, ISDS 309 junior or senior CBE standing. Corequisite: ISDS 310. Java syntax and structure. Object oriented programming: Class, association, inheritance, polymorphism. Business applications of Java. Use of Java packages. Web application: applets and threads.

408 Database Management Systems (3)

Prerequisites: Business Admin 301 and ISDS 309, 310 and either ISDS 371, 372, or 411 (ISDS 371, 372 or 411 may be taken concurrently). Provides essential concepts, principles and methods for analysis, design and implementation of database management systems; covers theory and practice; emphasis is on the relational model; examines issues and problems associated with developing single and multiple user applications both today and in the future; project required.

409 Business Telecommunications for Information System Design (3)

Prerequisites: Business Admin 301, ISDS 309 and 310 (ISDS 309 and 310 may be taken concurrently). This course examines the essential concepts for developing a data communication architecture to support Information Systems for a business enterprise. The course will require students to undertake a group project to design a LAN.

411 Microcomputer Business Application Design (3)

Prerequisites: Business Admin 301 and ISDS 309 and 310. This course focuses on contemporary issues in the design and development of integrated, graphical user interface-based business applications.

413 Business Programming Applications for Enterprise Resource Planning Systems (3)

Prerequisites: ISDS 309 and 310 or graduate equivalent. Application programming fundamentals for ERP systems; accessing and management of ERP database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools; security issues in an ERP system.

414 Internet Technologies and Applications (3)

Corequisites: ISDS and one of: 371 or 372, or 411 Contemporary Internet technologies and Web applications: Internet infrastructures, development of Web sites and dynamic Web pages, Web databases, business applications.

415 Decision Support and Expert Systems (3)

Prerequisites: Business Admin 301, ISDS 309. Principles and procedures related to the design and use of expert systems and decision support systems principles in management decision making; development of expert systems using shells.

418 Privacy and Security (3)

Corequisites: Business Admin 301, ISDS 309. Security and privacy problems associated with the use of computer systems; ways to minimize risks and losses.

422 Surveys and Sampling Design and Applications (3)

Prerequisites: Business Admin 301, ISDS 361A. Principles for designing business and economic surveys. Applications in accounting, marketing research, economic statistics and the social sciences. Sampling; simple random, stratified and multistage design; construction of sampling frames; detecting and controlling non-sampling errors.

433 Enterprise Systems Administration (3)

Prerequisite: ISDS 310 or ISDS 552. Students will explore the technical administration practices required to manage the day-to-day operations of an Enterprise Resource Planning (ERP) system. Topics covered will include system architecture, security, system performance, and installation of upgrades.

435 Integrated Enterprise Information Systems (3)

Prerequisites: ISDS 309 and Management 339. Application programming fundamentals for ERP systems; accessing and management of ERP database tables and external files; layout design and data extraction for advanced output; testing, debugging and analysis tools; security issues in an ERP system.

437 Enterprise Networks for Information Systems (3)

Prerequisite: ISDS 409 or ISDS 550. Networks in the enterprise concentrates on placing the network in perspective within the overall enterprise that it serves. The issues involved in constructing, updating, and managing the networks, which make up the infrastructure of those information systems.

440 Integrative Decision Tools for Business Operations (3)

Prerequisites: Business Admin 301, ISDS 361B. Intermediate management science modeling and solution techniques, including topics in linear and non-linear programming, integer programming, dynamic programming, Markov processes, queuing theory, and inventory models.

454 Seminar in Information Systems Development (3)

Prerequisites: Business Admin 301, ISDS 408, 409, and either ISDS 371, 372, or 411. Integrates information systems development concepts of analysis, design and implementation. Students will develop an information system from concept to completion. Individual and team effort.

461 Statistical Theory for Management Science (3)

Prerequisites: Business Admin 301, ISDS 361A. Review of mathematical topics needed for statistical theory. Distribution, theory, moment generating functions, central limit theorem. Estimation theory, maximum likelihood. Hypothesis testing, Neyman-Pearson Lemma likelihood ratio tests. Use of statistical software packages.

465 Linear Programming in Management Science (3)

Prerequisite: Business Admin 301, ISDS 361B or Mathematics 250B. Mathematical and theoretical foundations for linear programming; geometric and linear algebraic approaches and proofs; simplex method, duality, sensitivity and parametric analyses, extensions to specialized algorithms, and large scale models; practical and computer based applications will be discussed.

467 Statistical Quality Control (3)

Prerequisites: Business Admin 301 and ISDS 361A. Control charts for variables, percent defective and defects. Tolerances, process capacity; special control charts, acceptance sampling and batch processing problems. Bayesian aspects of process control.

472 Design of Experiments (3)

Prerequisite: Business Admin 301. Corequisite: ISDS 440. Fundamentals of experimental design. Analysis of variance, factorial experiments, nested designs, confounding and factorial replications.

473 Applied Business Forecasting (3)

Prerequisite: Business Admin 301. Corequisite: ISDS 440.

Forecasting methods applied to problems in business and industry, practical multiple regression models with computer solutions; basic techniques in time-series analysis of trend, cyclical and seasonal components; correlation of time-series and forecasting with the computer.

474 Data Mining (3)

Prerequisite: ISDS 361A or equivalent. Fundamentals of working with the SAS programming language; SAS files; importing data; modifying data files; report generation; macros. Introduction to data mining using the SAS Enterprise Miner; overview of multivariate statistical methods; applications.

475 Multivariate Analysis (3)

Prerequisites: Business Admin 301 and ISDS 361A. The least squares principle; estimation and hypothesis testing in linear regression; multiple and curvilinear regression models; discriminant analysis; principle components analysis; application of multivariate analysis in business and industry.

490 Queuing and Stochastic Models in Management Science (3)

Prerequisites: Business Admin 301 and ISDS 361B or Mathematics 335. Probabilistic models in management science; theoretical foundation and model development for Poisson process models, birth-death models, Markovian and general queuing situations, and Markov chains; renewal theory and/or reliability models; practical business applications.

495 Internship (1-3)

Prerequisites: Business Admin 301; at least junior standing, 2.5 GPA, and one semester in residency at the university; and consent of internship advisor. Students in the information systems concentration must have completed ISDS 309, students in the management science concentration must have completed ISDS 361B, students in the international business concentration must have completed ISDS 309 or ISDS 361B. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No credit grading only.

499 Independent Study (1-3)

Prerequisites: Business Admin 301, ISDS 361B, senior standing, and approval by the Department Chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit.

Not open to students on academic probation.

513 Statistical Analysis (3)

Prerequisites: Math 135, ISDS 265 (or equivalents) and classified CBE status. Basic probability and descriptive statistics; sampling techniques; estimation and hypothesis testing; simple and multiple regression, correlation analysis; computer packages and other optional topics.

514 Decision Models for Business and Economics (3)

Prerequisites: ISDS 513 and classified CBE status. Linear programming; inventory; PERT-CPM; queuing; simulation, computer application, forecasting; time-series, and other optional topics.

516 Introduction to Logistics Analysis Techniques (3)

Prerequisites: ISDS 514 and classified CBE status. The scope of logistics; external and internal environment; analysis of demand, analysis of cost, commodity and transportation rates; structure of transport industry, inventory management, merchandise storage and warehousing; framework of regional analysis; methods of location analysis.

526 Forecasting, Decision Analysis and Experimental Design (3)

Prerequisites: ISDS 514 and classified CBE status. Time series analysis. Trend, cyclical and seasonal components. Statistical decision theory. Fundamental principles of experimental design; interaction. Software packages.

550 Business Data Communications (3)

Prerequisites: ISDS 514 or consent of instructor and classified CBE standing. This course examines the essential concepts for developing a data communication architecture for a business enterprise. The course examines the issues of transmission media, speed, efficiency, protocols, security in a variety of network architectures such as LAN, WAN, VPN, leading to "the state of the art" wireless networks. The course concludes with a discussion on the technical implications of doing business on the Internet.

551 Information Resources Management (3)

Prerequisite: Management 515. The expanding role of information systems in the overall strategy and management of organizations is examined. Topics include strategic value of information systems, management of information systems development and procurement process, E-commerce, and integrated enterprise systems.

552 Systems Analysis, Design and Development (3)

Prerequisite: Management 515. Systems analysis and design concepts, life cycle and prototyping; planning and managing projects; Systems evaluation and selection; System development using programming languages such as Visual Basic. Interface design with controls, object-oriented design concepts and tools, including the use of cases and UML, with applications in Visual Basic.

553 Electronic Commerce: Analysis and Evaluation (3)

Prerequisite: ISDS 550. This course studies electronic commerce. It focuses on understanding the technical infrastructure, which enable, E-commerce. Examines organizational challenge for developing an appropriate business model for emergence of electronic business. Explores social economical impact of electronic commerce.

554 E-Commerce: Technological Perspective (3)

Corequisite: ISDS 555. This course recognizes the expanding role of the Internet in the overall strategy, implementation, and management of enterprise-wide information systems. Topics include organizational utilization of electronic information resources, as well as Internet application planning, development, implementation and control.

555 Business Databases: Design & Processing (3)

Prerequisite: ISDS 550. Corequisite: ISDS 552. Internet and multiuser databases; accessing Web servers; data warehouse, structured query language, client-server database systems and programming; object-oriented databases.

556 Data Warehousing and Data Management (3)

Prerequisites: ISDS 552 and 565. This course introduces students to basic concepts, architectures, and development strategies of data warehousing, issues in managing data as organizational assets, and its potentials for competitive advantages in dynamic business environments.

557 Issues in Business Information Systems & Global Telecommunications (3)

Prerequisite: Management 515. Introduce advanced concepts of global networks, advanced communications design and management, global information security and privacy, global communications protocol and applications to industry, government and commercial sectors.

558 Advanced Software Development with Web Applications(3)

Prerequisites: ISDS 552 and 555. Advanced client/server software development techniques with specific emphasis on the Internet. Topics include file structure, managing relational databases with data control and SQL, and ActiveX components and objects.

560 Advanced Deterministic Models 3)

Prerequisites: Management 515, ISDS 514 and classified CBE standing. Advanced linear programming, dynamic programming, integer programming, non-linear programming, business applications. Software packages and computer utilization.

561 Advanced Probabilistic Models (3)

Prerequisites: ISDS 514 and classified CBE standing. Stochastic processes, Markov processes, advanced queuing and inventory models; reliability. Software packages and computer utilization.

563 Geographic Information Systems for Business (3)

Prerequisite: ISDS 555. This course covers the use of Geographic Information Systems in support of business applications such as site location, scheduling, marketing, and real estate. Students will develop GIS applications for local businesses.

568 Information Systems for Knowledge Management (3)

Prerequisite; ISDS 555. Knowledge management systems are useful for businesses to leverage their intellectual capital. The course covers how knowledge is created, captured, represented, stored and used to solve business problems. Software demonstrations and case studies will be used for illustrations.

576 Business Modeling and Simulation (3)

Prerequisite: ISDS 513 or equivalent. Theory and application of modeling and simulation methodology. Probabilistic concepts in simulation; arrival pattern and service times; simulation languages and programming techniques; analysis of output; business applications. Requires projects. The individual project will fulfill the terminal degree requirement.

577 Seminar in Information Systems Implementation (3)

Prerequisites: To be taken in the last semester, or with completion of at least seven ISDS courses in the program. This course integrates the information systems development concepts of information systems project management, analysis, design, and implementation with telecommunications, database design, programming, testing and system integration issues. Students will develop information systems from concept to completion through individual and team effort. Requires projects. The individual project will fulfill the terminal degree requirement.

578 Seminar in Logistics Models (3)

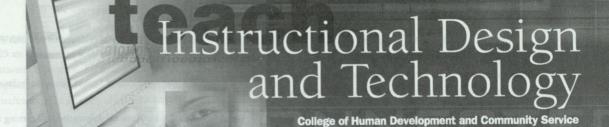
Prerequisites: ISDS 516, 526, and Marketing 519. This course integrates the concepts of logistics to systematically analyze a distribution system. Students will perform a complete analysis of an existing distribution system to investigate the value added role of logistics in distribution. Includes article analysis, case analysis, a research project, individual and group reports, and oral and written presentations. Requires projects. The individual project will fulfill the terminal degree requirement.

597 Project (3) Least Amore award parties project account against the first and account against the second a

Prerequisite: classified CBE status. Directed independent inquiry.

599 Independent Graduate Research (1-3)

Prerequisite: classified CBE status and consent of Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.



INTRODUCTION

The Master of Science in Instructional Design and Technology is an interdisciplinary program housed within the School of Education and draws upon a team of outstanding faculty with expertise, training, and experience in instructional technology and its applications for teaching and learning.

Benefits of the program include:

- The degree represents a comprehensive, high quality, affordable program staffed by a team of
 outstanding and dedicated faculty with expertise and experience in instructional technology
 and educational practice, backed up with strong program and administrative support.
- The program is completed in 20 months (2 courses per term segment).
- The course work in the program is 100% online, with 2 on-campus meetings (two on-campus trips for a total of 2 days).
- The program promotes collaboration, professional networking, and team-building among peers, faculty, staff, and other professionals.
- Graduates of the program will gain valuable knowledge and skills in the development, design, evaluation, and implementation of a wide variety of instructional technologies applicable to a wide range of settings. Furthermore, graduates will obtain expertise in the enhancement of teaching and learning based on sound and current educational research, theory, and practice and will be well positioned in a competitive job market.

ADMISSION AND PROGRAM REQUIREMENTS

New students are admitted once a year for the fall term segment that begins in August. Applications need to be postmarked no later than March 1st. However, this deadline may be changed based upon enrollment projections. Please check the program website for current information at http://msidt.fullerton.edu.

Minimum state and program requirements for admission to conditional classified standing in the program include the following:

- 1. Hold a baccalaureate from an accredited institution of higher education.
- Have earned a minimum grade-point average of 3.0 in the last 60 semester units attempted
 as documented by two official copies of transcripts from all higher education institutions
 attended.
- 3. Good standing at the last college attended.
- 4. For international students from countries where English is not the official language, have a TOEFL score of 575.
- 5. Submission of a written self-assessment essay. Students must submit a written essay on issues such as why they would be good candidates for the program, including their experience and/or commitment to online learning environments, how they will manage their time, their level and types of technology skills, their technology access, and ability to work independently.
- Successful passage of a phone or face-to-face interview designed to assess their level of technology knowledge, skills, and abilities to be an online learner.
- Technology requirements as follows: Operating System: Windows 95 or higher, Macintosh OS 8.6 or higher; Processor: 450 MHz
 or higher preferred;

SCHOOL OF EDUCATION ASSOCIATE DEAN (ACTING)

L.Y. (Mickey) Hollis

PROGRAM COORDINATOR

JoAnn Carter-Wells

PROGRAM OFFICE

Education Classroom Building 531

PROGRAM WEBSITE

http://msidt.fullerton.edu

PROGRAM OFFERED

Master of Science in Instructional Design and Technology

(On-line offering only)

PROGRAM COUNCIL

JoAnn Carter-Wells (Reading)

Grace Cho (Secondary Education)

Barbara Glaeser (Special Education)

Tim Green (Elementary and Bilingual Education)

Karen Ivers (Elementary and Bilingual Education)

Mickey Hollis (School of Education)

Ula Manzo (Reading)

Memory: 256 MB of RAM or higher; Plug-ins: Adobe PDF reader, Real Player;

Browser: Netscape 4.7 or higher, Internet Explorer 6.0 or higher (Java and Javascript must be enabled. AOL users should upgrade to AOL 5.0);

Sound Card and video card;

Modem: 56 Kbps or faster (DSL, cable, etc.);

Monitor: 15" monitor with 800 x 600 resolution capability or larger; *Printer*: Graphics-capable (inkjet or laser) printer;

Software: Microsoft Office, Macromedia Director, Macromedia Dreamweaver, Macromedia Fireworks (Note: The software will be used throughout the MSIDT program and can be purchased at an educational discount through the Titan campus bookstore after admission into the program.);

CD-R: 12x (24x preferred);

E-mail Account and dependable Internet connection.

- 8. Knowledgeable in the use of a personal computer (PC or Macintosh) including the ability to do the following. These skills and knowledge will be ascertained through either a phone or face-toface interview:
 - a. Locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks;
 - Use a word-processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents;
 - Use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file;
 - d. Use an Internet browser to search the World Wide Web; and
 - e. Use databases, spreadsheets and multimedia applications.

Continuation and completion of the program requires:

Registration, attendance, and successful completion of the oncampus "Boot-Up Camp" and the Midpoint Symposium.

If circumstances force a student to fall out of their original cohort schedule, they will be permitted to continue in the program, but will default to the next cohort cycle provided they remain in good academic standing.

Special accommodations for disabled students will be made on an individual student, as-needed basis in compliance with the CSUF Catalog (online catalog at http://www.fullerton.edu/disabledservices/handbook/SupportiveServices.htm). Please contact the instructor and Program Coordinator if this applies to you.

STUDY PLAN REQUIREMENTS

The on-line Master of Science in Instructional Design and Technology takes 5 term segments, (20 months) total to complete. The schedule runs year-round as follows:

August

On-Campus Boot-Up Camp (1 day)

Session I: September through December

IDT 505 Hardware and Authoring Environments in Instructional Contexts (3)

Elem Ed 511 Survey of Educational Research (3)

Session 2: January through April

IDT 520 Instructional Design Issues for Technology-based Instruction (3)

IDT 525 Instructional Approaches in Learning and Cognition (3)

Session 3: May through August

IDT 530 Planning, Designing and Evaluating Technology-based Instruction (3)

IDT 535 Instructional Strategies for Pre-K through Adulthood (3)

August: On-Campus Midpoint Symposium (1 day)

Session 4: September through December

IDT 540 Web-based Teaching and Learning (3)

IDT 545 Emerging Technology and Issues in Instruction (3)

Session 5: January through April

IDT 550 Practicum in Instructional Design and Technology (3)

IDT 597 Project (3)

INSTRUCTIONAL DESIGN AND TECHNOLOGY COURSES

Courses are designated as IDT in the class schedule.

505 Hardware and Authoring Environments in Instructional Contexts (3)

Prerequisite: successful completion of summer on-campus orientation (Boot-Up Camp). Provide students with necessary understanding of operating systems, hardware, and networking environments to develoinstructional tools and products using a multimedia authoring tool.

520 Instructional Design Issues for Technology-based Instruction (3)

Prerequisite: IDT 505. Focuses on the systematic design of instructional courseware, including analysis, media selection, design, development, and evaluation. Topics include learning principles, learner characteristics, instructional strategies, screen design, response analysis, feedback, and interactivity.

525 Instructional Approaches in Learning and Cognition (3)

Prerequisite: Elem Ed 511 and concurrent enrollment in IDT 520. Focuses on behavioral, cognitive, constructivist learning theories, related concepts, and their implications for designing instruction. Develops students' critical thinking about desirable cognitive outcomes when designing educational experiences.

530 Planning, Designing, Developing, and Evaluating Technology-based Instruction (3)

Prerequisite: IDT 520. Focuses on application of computer-based instructional design principles to develop new methods and materials for technology-based instruction. Topics include computer-based instruction, project management, planning, assessment, design principle and development tools. Students will design multimedia courseware.

535 Instructional Strategies for Pre-K through Adulthood (3)

Prerequisite: IDT 525 and concurrent enrollment in IDT 530. Provide students with training in instructional strategies for Pre-K through adulthood. Emphasis on current research on instructional strategies and assistive technologies in a variety of instructional contexts.

540 Web-based Teaching and Learning (3)

Prerequisites: IDT 530 and successful completion of Midpoint Symposium. Focuses on the design, development, and implementation of Web pages and sites for instructional purposes. Emphasis on issues surrounding using the World Wide Web for instruction.

545 Emerging Technologies and Issues in Instruction (3)

Prerequisites: IDT 530, IDT 535 and concurrent enrollment in IDT 540. Focuses on the theoretical basis, issues, and strategies for improving teaching and learning through the use of emerging technologies.

550 Practicum in Instructional Design and Technology (3)

Prerequisites: concurrent enrollment in IDT 597 and consent of Program Coordinator. Provides strategies for effectively implementing and evaluating instructional design and technology to improve learning; course includes significant field work assignments in work-related settings.

597 Project (3)

Prerequisites: concurrent enrollment in IDT 550 and consent of Program Coordinator. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

PROGRAM COORDINATOR

Irene Lange

PROGRAM WEBSITE

http://sbaeweb.fullerton.edu/Programs/interbus.htm

PROGRAM OFFICE

University Hall 313

PROGRAM OFFERED

Bachelor of Arts in International Business

Concentrations in:

Chinese

French

German

Japanese

Portugese

Spanish

PROGRAM COUNCIL

James Dietz (Economics)

Linda Andersen (Department of Modern Languages and Literatures)

Josefina Hess (Department of Modern Languages and Literatures)

Vijay Karan (Accounting)

Irene Lange (Marketing)

Marjorie Tussing (Department of Modern Languages and Literatures)

Gustav Vargas (Management)

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. Additional advising on curriculum content and career opportunities is available from the International Business Program:

International Business	Irene Lange
Chinese	Han-Hua Chao
French	Linda Andersen
German	Marjorie Tussing
Japanese	Setsue Shibata
Portuguese	Ronald Harmon
Spanish	Josefina Hess

INTRODUCTION

The international business curriculum covers the fundamentals of business administration, with an emphasis on international business. Foreign language courses are required and stress the use of the applied language. The program also includes an internship with an international business. This curriculum prepares students for entry level positions. Opportunities exist in contracts, distribution and sales and may lead to general management positions. Since Southern California is a major international business center, there are career opportunities with internationally oriented firms in this area. Other career opportunities may involve international travel or overseas assignments.

Language concentrations are offered in Chinese, French, German, Japanese, Portuguese, and Spanish. Other concentrations may be developed in the future. The program is offered jointly by the College of Business Administration and Economics and the Department of Modern of business and Literatures.

Scholarship In International Business

Friends of International Marketing

Preparation For The Major

Students who expect to complete this program in the usual four-year period should realize that the total requirements, including general education courses and prerequisites, can exceed 124 semester units. Intermediate level competency in a foreign language, equivalent to courses numbered 204 in the Department of Modern Languages and Literatures, is prerequisite to the required concentration courses. It is therefore strongly recommended that students complete a minimum of three years of foreign language study while in high school. Similarly, algebra and geometry are necessary for many required business courses. The equivalent of three years of high school mathematics, including a second course in algebra, is the prerequisite for the required Mathematics 135, Business Calculus. Students without the necessary background will need to enroll in Mathematics 115, College Algebra.

BACHELOR OF ARTS IN INTERNATIONAL BUSINESS

Admission to the International Business major involves two steps. Students who apply to the major are initially classified as pre-international business. After completing the lower-division core requirements with grades of at least *C*, and demonstrating satisfactory progress toward intermediate competency in a foreign language, students may apply to the international business major. Pre-international business students may take lower-division business courses, but most upper-division courses are not open to pre-international business students.

All of the following requirements must be met for the degree. Students must earn a grade of at least C in each course in the major. The International Business degree requires a minimum of 124 units which includes courses for the major, General Education, all University requirements, and free electives. For assistance in interpreting these requirements, contact the Business Advising Center, Langsdorf Hall 731.

Required Lower-Division Core Courses

Accounting 201A Financial Accounting (3)

Accounting 201B Managerial Accounting (3)

Business Admin 201 Business Writing (3)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

Management 246 Business and Its Legal Environment (3)

Info Sys/Decision Sci 265 Introduction to Computing and Application Software (3)

Math 135 Business Calculus (3)

OR Math 130A Short Course in Calculus (4)

OR Math 150A Analytic Geometry and Calculus (4)

Intermediate competency in the appropriate foreign language is prerequisite to the required concentration courses. To achieve the required



competency level, students should enroll in Chinese, French, German, Japanese, Portuguese, or Spanish courses in consultation with an adviser in the Department of Modern Languages and Literatures who will determine student preparation based on prior experience or study.

Required Upper-Division Core Courses

International business majors shall not enroll in any required upperdivision core course until they have completed all of the required lower-division core courses with a grade of at least C in each course.

Business Administration 301 Advanced Business Communication (3)

Economics 335 International Economy (3)

Finance 320 Business Finance (3)

Finance 370 International Business Finance (3)

Management 339 Principles of Management & Operations (3)

Management 340 Organizational Behavior (3)

Info Sys/Decision Sci 361A Quantitative Business Analysis: Probability and Statistics (3)

Marketing 351 Principles of Marketing (3)

Marketing 445 International Marketing Strategies (3)

Required Capstone Core Course

After completing all lower- and upper-division core courses, take Management 480 Global Strategic Management (3).

Required Concentration

Choose one of the following concentrations:

Concentration in Chinese

Chinese 310 Chinese in the Business World (3)

Chinese 311 Chinese for International Business (3)

Chinese 315 Introduction to Chinese Civilization (3)

Chinese 325 Contemporary Chinese Culture (3)

Concentration in French

French 310 French in the Business World (3)

French 311 French for International Business (3)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

Concentration in German

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Concentration in Portuguese

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

One of the following courses may be substituted for Portuguese 320 or 325:

Spanish 310 Spanish in the Business World (3)

Spanish 311 Spanish for International Business (3)

Concentration in Spanish

Spanish 310 Spanish in the Business World (3)

Spanish 311 Spanish for International Business (3)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish-American Civilization (3)

Note: Students may substitute one of the following for Spanish 315 or 316:

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish-American Culture (3)

Collateral Requirement (3 units)

Complete at least one approved collateral elective. It is recommended that students take up to 12 units of electives, if possible. The list of approved courses is available in the Business Advising Center, Langsdorf Hall 731 or the International Business Program Office, University Hall 313.

Internship Requirement

Internships outside the United States: Students who successfully arrange an internship in a country where the language of their concentration is used, will enroll for three units in a language internship and for three units in a business internship. During this experience, students are expected to spend a minimum of four months in full-time employment with a faculty-approved firm. Simultaneous enrollment in the two internships is expected and students normally will not engage in any other academic activity.

Internships in the United States

Students who complete internships locally must arrange a business internship that involves some aspects of international operations. In addition, these students must complete an additional pre-approved three-unit upper-division foreign language course. The course must increase students' understanding of the language and culture of their concentration. If students are expected to use their foreign language on a daily basis as part of their business internship work activity, students may complete a foreign language internship rather than the course. Approval for this option must be obtained prior to enrollment in the business internship and written evidence of language use must be provided at the completion of the language internship.

Internship Courses

Accounting 495 Internship (3)

Foreign Languages 495 Internship (3)

Economics 495 Internship (3)

Finance 495 Internship (3)

Management 495 Internship (3)

Info Sys/Decision Sci 495 Internship (3)

Marketing 495 Internship (3)

Other Requirements

Other Subjects: Complete at least 50 percent of the course work for the degree in subjects other than business administration or economics. Complete all university requirements for the bachelor's degree.

Grade Point Average (GPA): Attain at least a 2.0 GPA (C average) in all university courses and in the concentration courses. Earn at least a C grade in each course required for the major (other than concentration courses).

Grade Options: Take all required core and concentration courses for a letter grade (A,B,C,D,F). The credit/no credit grading option may not be used for these courses, and a grade of CR (credit) will not satisfy the requirements of the degree. Exceptions: Calculus (Math 130, 135 or 150A) and Internship may be taken under the credit/no credit option, although courses taken to meet general education requirements must be taken for a letter grade.

Residence: At least 12 units of upper-division core courses, 6 units of upper-division concentration courses and 6 units of internships must be taken in residence at CSUF.

250

Kinesiology and Health Promotion

College of Human Development and Community Service

INTRODUCTION

The mission of the Division of Kinesiology and Health Promotion is to provide a broad understanding of human motor performance and health through its degree programs and through the scholarship and creativity of its faculty and students. Emphasis is placed on examination of the entire lifespan from infancy to older adult years, with special attention to understanding human movement and health in the context of a diverse and ever-changing society. The Division's degree programs include foundation courses, essential core courses, and advising tracks related to multiple career objectives and subdisciplines within the health and human movement fields. The cross-disciplinary focus of the Division's curriculum fosters the development of a diversity of values and skills important to a liberal arts education: critical thinking, leadership, verbal and written communication, technological competency, and performance and wellness assessment.

The Bachelor of Science degree in Kinesiology offers students a variety of professional focus areas such as education, sports, therapeutic intervention, and fitness/wellness. The Bachelor of Science degree in Health Science is a competency-based program with focus areas in community health, occupational and environmental health, or special studies. The undergraduate minors in Health Promotion and Kinesiology, also based upon core curricula, provide opportunities for professional and/or personal enhancement.

The Master of Science degree in Kinesiology has a required core curriculum, plus individualized courses leading to professional or disciplinary specific preparation.

In addition, select courses within the curriculum service the general education program, various credential programs, and other university degree programs that require human movement or health science foundations. Performance courses provide university-wide opportunities for development of skills and knowledge leading to lifelong enjoyment of physical activity, health, well-being and worthy use of leisure time. Internships, practica, independent study, and scholarly outreach provide opportunities for interaction and service within the community.

Student Awards/Scholarships

Awards and scholarships are presented each year to outstanding undergraduate and graduate students. Additional information is available in the Kinesiology and Health Promotion office.

Advisement

Entering students interested in either Kinesiology or Health Science should contact the Kinesiology and Health Promotion Student Advising Center prior to their first semester at Cal State Fullerton to receive appropriate advisement materials. Students transferring course work from other colleges and universities should provide transcripts of all prior course work to the KHP Student Advising Center.

Transfer students and students seeking advisement related to completion of General Education requirements, should visit the Academic Advisement Center located in University Hall 179.

BACHELOR OF SCIENCE IN KINESIOLOGY

The Division of Kinesiology and Health Promotion offers the Bachelor of Science in Kinesiology for students preparing for professional careers or for graduate work in fields related to exercise, sport, movement and wellness.

The degree consists of 120 units with 51 units required for the major. Within the major, students must complete nine units of foundation courses, an 18-unit disciplinary core,

DIVISION OF KINESIOLOGY AND HEALTH PROMOTION

DIVISION CHAIR

Kathy Koser

DIVISION OFFICE

Physical Education 134

DIVISION WEBSITE

http://hdcs.fullerton.edu/knes/khp.htm

PROGRAMS OFFERED

Bachelor of Science in Kinesiology
Minor in Kinesiology
Athletic Training Education Program
Subject Matter Preparation Program in
Physical Education for the Single
Subject Credential

Master of Science in Kinesiology Bachelor of Science in Health Science Minor in Health Promotion

Master of Public Health

FACULTY

Gene Adams, C. Ian Bailey, Michele Barr, William Beam, Lee Brown, Dapeng Chen, Yosuke Chikamoto, C. Jessie Jones, Robert Kersey, Kathleen Koser, Patricia Laguna, Julie Max, Shari McMahan, Vince Merrill, Guillermo Noffal, Karen Perell, Janet Peterson, Kenneth Ravizza, Debra Rose, Clay Sherman, Stephan Walk, Kathy Webster, Carol Weinmann, Lenny Wiersma, Ronald Witchey

a three-unit writing course, and a 21-unit advising track in one of the following focus areas: Athletic Training, Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sports Studies, or Teacher Education. With adviser approval, students also have the option of developing a "Special Studies" advising track if their interests lie outside of these designated areas. The "Special Studies" plan must include a rationale statement, 21 units of upper-division course work, and must be approved by a faculty adviser and the Division Chair. Students are strongly encouraged to seek advising from Division faculty in planning careers, selecting advising tracks, and choosing elective courses.

Each course counted toward the major, including prerequisites, must be completed with a grade of C or higher. All courses counted toward the major must be taken on an Option 1 (letter grade) basis.

Prerequisite Requirements

Prerequisite*requirements for the major include three units of anatomy/physiology (Biology/Kinesiology 210 or equivalent) and six units of performance classes, representing the following performance areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Racquet Sports, and Team Sports. Four of the six performance courses must be completed prior to enrollment in Kinesiology 300 Principles of Movement. All performance courses must be completed prior to completion of the Disciplinary Core Courses and prior to enrollment in Kinesiology 385.

Prerequisite Performance Courses (6 units)

Fitness

Kinesiology 100 Physical Conditioning (1)

Kinesiology 102 Jogging (1)

Kinesiology 103 Fitness Walking (1)

Kinesiology 144 Aerobic Exercise and Weight Control (1)

Kinesiology 146 Weight Training (1)

Aquatics

Kinesiology 110 Swimming (1)

Kinesiology 214A Basic Scuba (3)

Kinesiology 214B Intermediate Scuba (2-3)

Martial Arts/Combatives

Kinesiology 151 Aikido (1)

Kinesiology 152 Karate (1)

Kinesiology 154 Self-Defense (1)

Kinesiology 155 Fencing (1)

Individual Sports

Kinesiology 105 Cycling (1)

Kinesiology 117 Bowling (1)

Kinesiology 119 Golf (1)

Kinesiology 120 Gymnastics (1)

Kinesiology 246A Basic Hatha Yoga (2)

Racquet Sports

Kinesiology 130 Badminton (1)

Kinesiology 131 Tennis (1)

Kinesiology 132 Racquetball (1)

Team Sports

Kinesiology 161 Softball (1)

Kinesiology 164 Volleyball (1)

Kinesiology 165 Soccer (1)

Kinesiology 167 Basketball (1)

REQUIREMENTS FOR THE MAJOR

Foundation Courses (9 units)

Kinesiology 202 Introduction to Kinesiology (3)

Kinesiology 260 Movement Anatomy (3)

Kinesiology 349 Measurement and Statistics in Kinesiology and Health (3)

Disciplinary Core Courses (18 units)

Kinesiology 300 Principles of Movement (3)

Kinesiology 348 Exercise Physiology (3)

Kinesiology 371 Human Motor Control and Learning (3)

Kinesiology 380 History and Philosophy of Human Movement

Kinesiology 381 Sports, Games and Culture (3)

Kinesiology 383 Psychology of Sport and Physical Activity (3)

Upper-Division Writing Course (3 units)

English 301 Advanced College Writing (3)

Advising Track Requirement (21 units)

Courses are to be selected from one of the following advising track focus areas: Athletic Training, Clinical Exercise Science, Fitness and Health Promotion, Gerokinesiology, Sports Studies, Teacher Education, or Special Studies. See descriptions and specific course requirements below.

CLINICAL EXERCISE SCIENCE (CES) ADVISING TRACK (21 UNITS)

The Clinical Exercise Science advising track provides students with background knowledge and practical experience in preparation for careers in a variety of settings in which exercise is used in conjunction with other therapeutic modalities, (such as clinical exercise physiology, geriatric pathokinesiology, and sports health care) and/or for further study leading to a variety of health care professions (e.g., physical/occupational therapy, medicine, physician assistant, etc.*). This advising track also prepares students for advanced study in clinical exercise science.

^{*}Note: Students taking course work in preparation for admission to a specific professional program, such as physical or occupational therapy, should check the entry requirements for the specific program at the institution to which they intend to apply. Through careful planning students can maximize the number of courses that meet CSUF General Education and Kinesiology degree requirements, as well as the entry requirements for other programs of interest.

CES Advising Track Requirements (12 units)

Kinesiology 348L Exercise Physiology Laboratory (1)

Kinesiology 377 Therapeutic Exercise (3)

Kinesiology 451 Sports Medicine (3)

Kinesiology 461 Biomechanics (3)

Kinesiology 495 Internship (2)

CES Advising Track Electives (9 units)

Select 9 units from:

Kinesiology 351, 364, 365, 371, 373, 374, 375, 378, 432, 452, 454, 455, 463, Health Science 401

FITNESS AND HEALTH PROMOTION (FHP) ADVISING TRACK (21 UNITS)

The Fitness and Health Promotion advising track provides students with background knowledge and experience supporting careers in areas such as personal training, fitness instruction, corporate fitness/



worksite health promotion, and older adult fitness/wellness. This advising track also prepares students for advanced study in fitness and health promotion, as well as provides opportunities for personal enrichment and growth.

FHP Advising Track in Fitness and Health Promotion (9 units)

Kinesiology 350 Nutrition (3)

Kinesiology 351 Principles of Conditioning (3)

Kinesiology 452 Graded Exercise Testing & Prescription (3)

FHP Culminating Experience (3 units)

Kinesiology 495 Internship in Kinesiology (2)

Kinesiology 348L Exercise Physiology Laboratory (1)

OR Kinesiology 400 Program Design in Kinesiology and Health Promotion (3)

Note: Students who intend to specialize in the older adult fitness/health area should select the Internship/Laboratory (495/348L) option for their culminating experience.

FHP Elective Courses (6 units)

Select 6 units from:

Kinesiology 342, 400, 406, 432, 451, 454, 455, Health Science 440

GEROKINESIOLOGY (GK) ADVISING TRACK (21 UNITS)

The Gerokinesiology advising track provides students with the background knowledge and skills necessary to develop and teach a variety of fitness and physical activity classes and/or personalized training programs for older adults. This advising track also prepares students for advanced study in geriatric pathokinesiology, and meets national recommendations for preparing senior fitness instructors.

GK Advising Track Requirements (12 units)

Kinesiology 452 Graded Exercise Testing & Prescription (3)

Kinesiology 454 Physical Dimensions of Aging (3)

Kinesiology 455 Functional Perform Assess Program for Older Adults (3)

Kinesiology 495 Internship in Kinesiology (2)

Kinesiology 348L Exercise Physiology Laboratory (1)

GK Elective Courses (9 units)

Select 9 units from:

Kinesiology 342, 351, 364, 375, 377, 378, 400, 432, 440, 451

Psychology 362

SPORT STUDIES (SS) ADVISING TRACK (21 UNITS)

The Sport Studies advising track provides course work for students interested in careers related to youth sports programs, athletic coaching, and/or sports performance enhancement. In consultation with an adviser, students choose electives that allow for further study of various aspects of sports performance, including physiological performance enhancement (biomechanics, exercise physiology, motor control and learning), psychological performance enhancement, athletic coaching, community/ youth physical activity and sports program, and the study of sport (history, philosophy and sociology). Students may also choose electives in preparation for advanced study in one or more of the subdisciplines of kinesiology.

SS Advising Track Requirements (12 units)

Kinesiology 325 Techniques of Coaching (3)

Kinesiology 351 Principles of Conditioning (3)

Kinesiology 365 Prevention/Care of Athletic Injuries (3)

Kinesiology 385 Instructional Analysis of Human Movement (3)

SS Electives (9 units)

Select 9 units from:

Kinesiology 350, 384, 386, 387, 400, 430, 432, 461, 480, 483, 2000 at 495/495S

ATHLETIC TRAINING (AT) ADVISING TRACK (21 UNITS)

The Athletic Training advising track is for students interested in completing a Bachelor's Degree in Kinesiology while focusing their electives in athletic training and related areas. Students selecting this track have the option of also applying for admission to the CSUF Athletic Training Education Program (ATEP) in preparation for becoming a Certified Athletic Trainer. (See Athletic Training Education Program description below).

Thus, students completing the 21-unit Athletic Training advisement track can meet the requirements for the B.S. Degree in Kinesiology, but only partially will meet the minimum ATEP and Certification requirements.

AT Advisory Track Requirements (21 units)

Kinesiology 365 Prevention and Care of Athletic Injuries (3)

Kinesiology 373 Advanced Assessment of Lower Extremities (3)

Kinesiology 374 Advanced Assessment of Upper Extremities (3)

Kinesiology 375 Management of Athletic/Exercise Emergencies (3)

Kinesiology 377 Therapeutic Exercise in Rehabilitation (3)

Kinesiology 378 Therapeutic Modalities in Rehabilitation (3)

Kinesiology 465 Administration & Leadership in Athletic Training (3)

In addition to the requirements for the Kinesiology major and the Athletic Training advising track, other requirements for those admitted to the ATEP program include: 1500 supervised clinical hours, cardio-pulmonary resuscitation (CPR) certification, and 37 additional units of course work, some of which can be taken as part of the General Education requirements. Specific requirements for the Athletic Training Education Program and for becoming a Certified Athletic Trainer are provided below.

ATHLETIC TRAINING EDUCATION PROGRAM (ATEP)

The Athletic Training Education Program (ATEP), a supplement to the Kinesiology degree program, is designed to prepare students for careers as Certified Athletic Trainers (ATCs). Certified Athletic Trainers are allied health care professionals recognized by the American Medical Association as specialists in the prevention, recognition, management, and rehabilitation of injuries and/or illnesses to athletes and physically active individuals.

Acceptance into the ATEP is based on a competitive admissions process, including evaluations in five areas: 1) collegiate academic performance; 2) personal or professional recommendations; 3) written communications; 4) oral communications; and 5) practical experiences (see ATEP Director in the Division of Kinesiology & Health Promotion). ATEP applicants must have completed 30 semester units, including the following classes with a minimum grade of "C": Kinesiology 200, Biology 101 or 131, Health Science 101, and Psychology 101. In addition, a human anatomy class is strongly recommended. Applications are available from the ATEP Director, and deadlines for applying are November 1st and May 1st each year.

In addition to entrance requirements, there are also minimal standards for continuation and completion of the ATEP. Each student in the ATEP will commit to a minimum of 5 semesters and 1,500 hours of clinical experiences. Those in the ATEP will be progressively rotated through a variety of clinical settings to learn and perfect the needed knowledge and skills. All ATEP students must achieve and maintain a 2.50 overall GPA, a 3.00 ATEP-Core GPA, and a 2.50 ATEP-Support GPA. A current CPR card must be maintained throughout the program. Upon successful completion of the Athletic Training Education Program, the student is eligible to take the National Athletic Trainers' Association - Board of Certification examination.

Those students interested in the Athletic Training Education Program should meet as soon as possible with the Director to plan their academic program. In addition to the University General Education requirements and the Kinesiology Foundation, Core, and Activity requirements, students in the ATEP must complete the following classes (or their equivalents):

Athletic Training Education Program - Core (29 units)

Kinesiology 200 Introduction to Athletic Training (3)

Kinesiology 365 Prevention and Care of Athletic Injuries (3)

Kinesiology 373 Advanced Injury Assessment of Lower Extremities (3)

Kinesiology 374 Advanced Injury Assessment of Upper Extremities (3)

Kinesiology 375 Management of Sport/Exercise Emergencies (3)

Kinesiology 377 Therapeutic Exercise in Rehabilitation (3)

Kinesiology 378 Therapeutic Modalities in Rehabilitation (3)

Kinesiology 465 Administration & Leadership in Athletic Training (3)

Kinesiology 268 Clinical Proficiencies in Athletic Training I (1)

Kinesiology 368 Clinical Proficiencies in Athletic Training II (1)

Kinesiology 369 Clinical Proficiencies in Athletic Training III (1)

Kinesioogy 468 Clinical Proficiencies in Athletic Training IV (1)

Kinesiology 469 Clinical Proficiencies in Athletic Training V (1)

Athletic Training Education Program - Support (29 units)

Health Science 101 Personal Health (3)

Psychology 101 Introduction to Psychology (3)

Chemistry 111 Nutrition and Drugs (3)

Chemistry or Physics Class from General Education Category III.A.2a (3)

Biology 101 or 131 Elements of Biology or Principles of Biology (3)

Biology 310 Human Physiology (3)

Biology 361 Human Anatomy (4)

Kinesiology 348L Physiology of Exercise Lab (1)

Kinesiology 351 Principles of Conditioning (3)

Kinesiology 450 Sports Medicine (3)

TEACHER EDUCATION (TE) ADVISING TRACK (21 UNITS)

The Teacher Education advising track is designed for students interested in completing the Bachelor's Degree in Kinesiology while focusing their elective units on preparation for entering the teaching profession. Students completing the coursework below meet only some of the requirements for the Subject Matter Preparation Program which is designed to prepare students to enter a Single Subject Credential Program in Physical Education. Specifically, students completing this advisement track must complete additional units to fulfill California state- mandated subject matter competencies for pursuit of the singlesubject teaching credential in kinesiology. Students interested in the Subject Matter Preparation Program should see the program description below. Coursework in the Teacher Education advising track may help students qualify for teaching and coaching positions in the public schools, provide background knowledge and experiences for advanced study in pedagogy, and provide personal enrichment in the art and the science of human movement.

TE Advisement Track Requirements: (21 units)

Kinesiology 325 Techniques of Coaching (3)

Kinesiology 363 Developmental Adaptations of the Atypical (3)

Kinesiology 364 Motor Development (3)

Kinesiology 385 Instructional Analysis of Human Movement (3)

Kinesiology 386 Movement and the Child (3)

Kinesiology 387 Movement and the Adolescent (3)

Kinesiology 400 Program Design for Kinesiology (3)

In addition to the 51-unit requirement for the Kinesiology degree and the Teacher Education advising track, students who wish to fulfill California state-mandated subject matter competencies (i.e., the Subject Matter Preparation Program) for pursuit of the single-subject teaching credential in physical education must also complete the requirements described below.

SUBJECT MATTER PREPARATION PROGRAM (FOR OBTAINING SINGLE SUBJECT TEACHING CREDENTIAL IN PHYSICAL EDUCATION)

The Kinesiology and Health Promotion Division offers course work as part of the Subject Matter Preparation Program (SMPP) for obtaining a Single-Subject Credential (K-12) in Physical Education. In addition to the requirements for a major in Kinesiology (which includes the Teacher Education advising track described above), all credential candidates must complete the following courses with a minimum grade of C, the same as is required of all other course work for the program. A grade point average of 3.0 in the major and 2.75 cumulative is required for admission to the fifth-year teacher education program.

Additional Requirements: Subject Matter Preparation Program in Physical Education (23 units)

Ed Sec 310 The Teaching Experience (3)

Ed Sec 320 Adolescence (3) (May count as a General Education Category IV)

Ed Sec 330 Literacy Development in Secondary Schools (3)

Ed Sec 340 Teach Diverse Pop in Secondary Schools (3)

Ed Sec 404 Personal Proficiency in Ed Technology (3)

Health Science 102 Prevention and First Aid (2) (or current CPR/First Aid Cert)

Kinesiology 494 Practicum (2) (Co-requisite for Kinesiology 386 and 387)

Kinesiology 120 Gymnastics (1)

Dance 101 Introduction to Dance (3) (May count as General Education Category III.B.1.)

OR Dance 471 Creative Dance for Children (3)

Advisement

The division offers guidance for students considering a teaching career, available through the Kinesiology Teacher Education Coordinator. Prospective students should consult with the Teacher Education Coordinator as early as possible in order to plan and acquire needed experiences prior to entry into the Teacher Education Program. The university program for meeting basic requirements for the teaching credential with a specialization in Physical Education can be found elsewhere in this catalogue (see Teaching Credential Programs).

Admission to Teacher Education

In addition to the requirements set forth in the Teaching Credential Programs and in the Department of Secondary Education, the Division of Kinesiology and Health Promotion requires candidates to complete the SMPP and to submit an application for the teaching program. A screening committee evaluates candidates' qualifications based on grade-point average, required SMPP course work, experiences with children and adolescents, having passed the California Basic Education Skills Test (CBEST) and other criteria. In addition, the candidate must be available for a personal interview by the Kinesiology Teacher Education Committee. Applications to the Teacher Education Program may be submitted when all required SMPP courses are completed or are in progress. Prospective Teacher Education candidates are encouraged to consider a supplementary credential in a second subject area. More information is available from the Secondary Education Admissions Office.

Acceptance into the program allows the candidate to enroll in the following Fall-Spring semester sequence:

Fall semester (15 units):

Ed Sec 410, 440S, 440F; Kinesiology 442, 449E

Spring semester (15 units):

Ed Sec 460; Kinesiology 449I and 449S

MINOR IN KINESIOLOGY

A kinesiology minor consists of 24 units of approved course work. All courses for the minor must be taken for a letter grade and completed with C or better. Students are encouraged to meet with a faculty adviser for assistance in developing a cohesive set of courses that would best support their educational, career, or personal goals.

Performance Courses (3 units)

Three courses (1 unit each) must be taken from any three of the following areas: Fitness, Martial Arts/Combatives, Aquatics, Individual Sports, Team Sports, or Racquet Sports.

Required Courses (9 units)

Kinesiology 202 Perspectives in Kinesiology (3)

Kinesiology 210 Human Anatomy and Physiology (3)

Kinesiology 260 Movement Anatomy (3)

Upper-Division Electives (Select 12 units)

Kinesiology 300 Principles of Human Movement (3)

Kinesiology 325 Theories of Coaching (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 351 Principles of Conditioning (3)

Kinesiology 353 Physical Activity and Lifelong Well-being (3)

Kinesiology 371 Human Motor Control and Learning (3)

Kinesiology 380 History and Philosophy of Human Movement (3)

Kinesiology 381 Sport, Games and Culture (3)

Kinesiology 383 Psychology of Sport and Physical Activity (3)

Kinesiology 386 Movement and the Child (3)

Kinesiology 387 Movement and the Adolescent (3)

BACHELOR OF SCIENCE IN HEALTH SCIENCE

The Bachelor of Science degree in Health Science is offered for students who are preparing for careers as health educators as well as for those who seek quality preparation for advanced study. Students in Health Science learn how to effectively plan, implement, and evaluate prevention strategies that are practical and effective at the community, state, and national levels. In addition, through required and elective coursework, students may complete a focus area in community health, occupational and environmental health, or special studies. The competency-based degree program prepares students for certification as a health education specialist and for careers in community health, worksite health promotion, occupational health and safety, and/or environmental health. The degree consists of 120 units with 52 units required in the major.

Each course counted toward the major, including prerequisites, must be completed with a grade of *C* or higher. All courses counted toward the major must be taken on an Option 1 (letter grade) basis.

Prerequisite Course Work Applicable to General Education (13 units)

Biology 101 Elements of Biology (3)

Chemistry 115 Introduction to Chemistry (4)

Psychology 101 Introduction to Psychology (3)

Speech Comm 102 Public Speaking (3)

Core Courses (28 units)

Health Sci 101 Personal Health (3)

Kinesiology 210 Human Anatomy and Physiology (3)

Health Sci 220 Concepts in Health Science (3); concurrent with

Health Sci 494 Practicum in Health Science (1)

Health Sci 349 Measurement and Statistics in Kinesiology and Health (3)

Health Sci 400 Program Design for Kinesiology and Health Promotion (3)

Health Sci 401 Epidemiology (3)

Health Sci 440 Determinants of Health Behavior (3)

Health Sci 475 Health Science Planning, Research and Evaluation (3)

Health Sci 495 Internship in Health Science (3)

Advisory Tracks (21 units)

In addition to the core requirements that all health science majors must complete, students are required to select one of the three advisory tracks to successfully complete the requirements of the degree.

Health Promotion and Disease Prevention Advisory Track (21 units)

Required (9 units)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 460 Worksite Health Promotion (3)

Electives (6-12 units)

Health Sci 321 Drugs and Society (3)

Health Sci 325 Consumer Health (3)

Health Sci 342 Stress Management (3)

Health Sci 350 Nutrition (3)

Health Sci 353 Physical Activity and Lifelong Well-being (3)

Health Sci 358 Contemporary Issues on Children's Health (3)

Health Sci 450 Applied Health Promotion Throughout the Lifespan (3)

Health Sci 461 Occupational Safety and Health (3)

Elective Courses from other Departments (0-6 units)

Students choose a maximum of six adviser-approved units from the following

Afro 304 Black Family (3)

American Studies 438 American Minds: Images of Sickness and Health (3)

Anthro 308 Culture and Aging (3)

Anthro 315 Culture and Nutrition (3)

Anthro 344 Human Evolution (3)

Asian Amer 340 Asian American Communication (3)

Asian Amer 342 Asian Pacific American Families (3)

Asian Amer 346 Asian American Psychology (3)

Biology 300 Environmental Biology (3)

Biology 305 Human Heredity and Development (3)

Biology 306 Biology of Aging (3)

Biology 310 Human Physiology (3)

Biology 360 Biology of Human Sexuality (3)

Chemistry 303B Medical Biotechnology (3)

Chemistry 303C Agricultural/Environmental Biotechnology (3)

Chemistry 311 Nutrition and Disease (3)

Chemistry 313A Air Pollution (1)

Chemistry 313B Water Pollution (1)

Chemistry 313C Land Pollution (1)

Chicano 305 The Chicano Family (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 351 Principles of Conditioning

Kinesiology 454 Physical Activity and the Aging Process (3)

Psychology 312 Psychology of Human Sexual Behavior (3)

Psychology 341 Abnormal Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 362 Psychology of Aging (3)

Sociology 300 Introduction of Social Welfare (3)

Sociology 333 Sociology of Aging (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Speech Comm 345 Communication and Aging (3)

Special Ed 371 Exceptional Individual (3)

Women's Studies 410 Women's Health and Aging (3)

Environmental and Occupational Health and Safety (21 units)

Required (9 units)

Course in Worksite Injury Prevention and Rehabilitation (3)*

Health Sci 461 Occupational Safety and Health (3)

Course in Environmental Health (3)*

Electives (6-12 units)

Health Sci 321 Drugs and Society

Health Sci 325 Consumer Health

Health Sci 342 Stress Management

Health Sci 350 Nutrition

^{*}Check with department for current course number description, and semester offerings.

Health Sci 353 Physical Activity and Lifelong Well-being

Health Sci 358 Contemporary Issues in Children's Health

Health Sci 410 Community Health Education

Health Sci 411 Promoting Health in Multicultural Populations

Health Sci 450 Applied Health Promotion Throughout the Lifespan

Health Sci 460 Worksite Health Promotion

Elective Courses from other Departments (0-6)

Students choose maximum six adviser-approved units from the department's approved list of elective courses (see elective list above under "Health Promotion and Disease Prevention" electives from other departments).

Special Studies (21 units)

Students meet with an adviser and develop a "Special Studies" program consisting of 21 adviser-approved electives.

English Proficiency Requirement (3 units)

In order to satisfy the upper-division writing requirement of the university, Health Science majors must pass (1) English 301 Advanced College Writing with a grade of C or better and (2) the Cal State Fullerton Examination in Writing Proficiency (EWP). Please see additional information provided in this catalog on the writing requirement.

MINOR IN HEALTH PROMOTION

The Division of Kinesiology and Health Promotion offers a minor in health promotion consisting of 21 units. Students interested in personal growth, community service, worksite health promotion, intellectual stimulation and professional career opportunities in the health field will find this minor a method to achieve these goals. In addition, the minor provides a concentration of courses in the health field which can be a useful adjunct for students majoring in Child Development, Human Services, Kinesiology, Psychology and Sociology.

The minor provides students with necessary tools to understand factors contributing to the promotion of health and well-being and the prevention of disease and disability. This sequence of courses offers traditional and modern approaches to education and career development in the Health Science field. It encourages a multi-disciplinary orientation.

In completing the requirements for the minor, a minimum of twelve (12) units, of which at least six (6) must be upper division, must be distinct and different from the units used to complete the requirements of the major. Any units above the minimum requirement, which can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements.

Course work must be taken for a letter grade and completed with a C grade or better to be counted toward the minor.

Required Courses (6 units)

Health Sci 101 Personal Health (3)

Health Sci 440 Determinants of Health Behavior (3)

Elective Courses from Health Science (9-15 units of the following)

Health Sci 321 Drugs and Society (3)

Health Sci 342 Stress Management (3)

Health Sci 350 Nutrition (3)

Health Sci 353 Physical Activity and Lifelong Well-Being (3)

Health Sci 358 Contemporary Issues in Children's Health (3)

Health Sci 410 Community Health Education (3)

Health Sci 411 Promoting Health in Multicultural Populations (3)

Health Sci 460 Worksite Health Promotion (3)

Health Sci 461 Occupational Health and Safety (3)

Elective Course from other Departments (0-6 units of any of the following)

Afro 304 The Black Family (3)

American Studies 438 American Minds: Images of Sickness and Health (3)

Anthro 308 Culture and Aging (3)

Anthro 315 Culture and Nutrition (3)

Anthro 344 Human Evolution (3)

Asian Amer 340 Asian American Communication (3)

Asian Amer 342 Asian Pacific American Families (3)

Asian Amer 346 Asian American Psychology (3)

Biology 300 Environmental Biology (3)

Biology 305 Human Heredity and Development (3)

Biology 306 Biology of Aging (3)

Biology 310 Human Physiology (3)

Biology 360 Biology of Human Sexuality (3)

Chemistry 303B Medical Biotechnology (3)

Chemistry 303C Agricultural/Environmental Biotechnology (3)

Chemistry 311 Nutrition and Disease (3)

Chemistry 313A Air Pollution (1)

Chemistry 313B Water Pollution (1)

Chemistry 313C Land Pollution (1)

Chicano 305 The Chicano Family (3)

Kinesiology 348 Physiology of Exercise (3)

Kinesiology 454 Physical Activity and the Aging Process (3)

Nursing 301 Promotion of Optimal Health (3)

Psychology 312 Psychology of Human Sexual Behavior (3)

Psychology 351 Social Psychology (3)

Psychology 362 Psychology of Aging (3)

Sociology 300 Introduction to Social Welfare (3)

Sociology 333 Sociology of Aging (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Speech Comm 345 Communication and Aging (3)

Special Ed 371 Exceptional Individual (3)

Women's Studies 410 Women's Health and Aging (3)

MASTER OF SCIENCE IN KINESIOLOGY

The graduate program in Kinesiology provides a broad, comprehensive study of the varied aspects of human movement. Movement across the entire lifespan is observed and studied from mechanical, physiological, psychological, sociocultural, behavioral, instructional, and professional points of view.

The course work for the degree is designed to: (1) provide students with background knowledge and experience for professional careers in a variety of areas including clinical exercise science, fitness and health promotion, pedagogical studies, and sport studies, and/or (2) to prepare students for further graduate study in one or more of the sub-disciplines of kinesiology: biomechanics, exercise physiology, motor control/learning, philosophical perspectives, sports psychology, or sociocultural perspectives.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission Requirements

All graduate degree applicants must meet the university requirements for admission, which include a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units attempted. To be admitted into the graduate program in Kinesiology, a student must further submit to the Kinesiology graduate program: (1) transcripts showing an undergraduate degree in Kinesiology, Exercise Science, or Physical Education with a grade-point average of at least 3.0 in upper-division major coursework; (2) Graduate Record Exam scores general test; (3) a 500-word essay describing the applicant's academic preparation and goals in the area of intended study within the degree program; and (4) two letters of recommendation. Screening of fall semester applicants begins March 1; screening of spring semester applicants begins November 1.

Students who meet the general university requirements, but do not meet the Kinesiology degree requirements, may apply to the university for postbaccalaureate-unclassified standing. Any student without an undergraduate degree in Kinesiology, Exercise Science, Physical Education, or a related field must complete a prescribed set of undergraduate coursework (usually about 12 units) with a grade-point average of at least 3.0. Any student with a grade-point average deficiency must complete additional undergraduate coursework as specified by the Kinesiology graduate program adviser. Once all admission requirements are subsequently met, a change of program may be requested from postbaccalaureate-unclassified standing to conditionally classified in Kinesiology.

Classified Standing

Classified standing requires the development of a study plan (see below) approved by the faculty adviser, graduate studies committee, Kinesiology graduate program adviser, and office of graduate studies. No more than nine units of graduate work taken before classification may be included on the study plan. Any changes to the study plan after classified standing is granted must be approved in advance, in writing, by the Kinesiology graduate program.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check in the semester prior to graduation (see class schedule for deadlines) and receiving subsequent approval from the graduate studies adviser on the grad check completion review form, mailed by the Graduate Studies Office. Students not completing requirements by the graduation date specified on the original graduation check must contact the Graduate Studies Office.

Graduate Advisement

Students should consult with the Kinesiology graduate studies adviser for general information regarding the program. Upon acceptance to the program, students choose or are assigned a faculty adviser who assists in developing the study plan. Thesis/project advisers are selected in consultation with the student, faculty adviser, and potential thesis/project chair. Students may not register for thesis/project without the consent of the thesis/project chair.

GRADUATE STUDY PLAN

The graduate degree in Kinesiology consists of a total of 30 units, at least 18 units of which must be 500-level. Once accepted into the program, each student must create an adviser-approved study plan before completing nine units of work. With adviser approval, up to nine units of 400/500-level course work may be included on the study plan that was taken at another university or in another department at CSUE.

The study plan must include Kinesiology 508 and Kinesiology 510 (which fulfills the graduate level writing requirement), and at least two advanced study courses-one in the students major academic area of interest and one in a minor or supporting academic area. The study plan also must include 15 units of electives selected from one of five advisement tracks: clinical exercise science, fitness and health promotion, pedagogical studies, sport studies, or special studies. Finally, the study plan must include one of three culminating experience options: a thesis, a project, or a comprehensive examination.

Core Course Requirements (9 units)

Kinesiology 508 Statistical Methods in Kinesiology (3) Kinesiology 510 Research in Kinesiology (3)

Kinesiology 597/598 Project/Thesis (3) or Comprehensive Examination*

*Students who select the Comprehensive Examination shall be required to complete an additional adviser-approved 500-level course in Kinesiology (3 units).

Advisement Track Requirements (21 units)

The remaining 21 units of course work is to be selected from one of the following six advisement tracks: (1) Clinical Exercise Science, (2) Fitness and Health Promotion, (3) Gerokinesiology, (4) Teacher Education/Pedagogical Studies, (5) Sport Studies, or (6) Special Studies. Advanced study courses are required within each track, as well as recommended electives.

MASTER OF PUBLIC HEALTH

As of catalog press-time, approval for this new program was still pending. For current information on availability, please consult the Kinesiology and Health Promotion Division website or visit the department office in the Physical Education Building (714) 278-3316.

The purpose of the Master of Public Health program is to prepare public health professionals to draw on the knowledge and skills from a variety of disciplines and to define, critically assess, evaluate and resolve public health problems. MPH program graduates will have a common educational grounding that will enable them to work effectively with the broad spectrum of public health issues related to their public health careers.

The proposed Master of Public Health will require 42 units of approved graduate work: 27 units of core competency classes (which includes a six-unit internship) and 15 units of electives. Students will work with a faculty adviser to select 15 units of electives to support career areas in health promotion, environmental and occupational health, gerontological health, nursing leadership, or in a 'special studies' track such as health anthropology or health counseling to be developed with an adviser to meet special academic/career needs. These career tracks will allow students to select unique combinations of courses appropriate for their professional objectives.

KINESIOLOGY COURSES

Courses are designated as KNES in the class schedule.

Only one section of the following performance courses may be taken in the same semester (e.g., Kinesiology 131 A,C,D is the same semester activity): Kinesiology 100, 102 through 167, 214A, 214B, and 246A.

100-167 Performance Courses (1)

100 Physical Conditioning; 102 Jogging; 103 Fitness Walking; 110 Swimming; 112A Beginning Surfing; 112B Intermediate Surfing; 117 Bowling; 119 Golf; 120 Gymnastics; 130 Badminton; 131 Tennis; 132 Racquetball; 144 Aerobic Exercise and Weight Control; 146 Weight Training; 151 Aikido; 152 Karate; 154 Self-Defense; 155 Fencing; 161 Softball; 164 Volleyball; 165 Soccer; 167 Basketball. Performance courses are primarily instructional. Beginning intermediate, and advances sections are offered for most performance courses. Students who already possess proficiency in an activity should consider the course chosen from the standpoint of the level of skill development that may be encountered, standards of proficiency expected and their own ability level. Initial assessment and determination will be made by the course instructor. May be repeated for credit.

170-189 Intercollegiate Sports (2)

Prerequisite: consent of coach. An inter-collegiate activity in individual or team sports in an educational setting under the direction of a coach. 170 Gymnastics; 172 Cross Country; 174 Track-Field; 175 Tennis; 176 Wrestling; 177 Fencing; 178 Basketball; 179 Baseball; 180 Soccer; 184 Football; 185 Volleyball - W; 186 Softball. May be repeated for credit.

190 Team Management (2)

Prerequisites: consent of coach and department chair. Field experience in the management of an intercollegiate sport. May be repeated for maximum of eight units of credit. (Credit/No Credit only)

200 Introduction to Athletic Training (3)

Practical skills acquisition for the treatment, prevention and care of sports-related injuries. Basic required course for all students admitted to the Athletic Training Education Program. (2 hours lecture/2 hours activity)

202 Perspectives in Kinesiology (Formerly 302) (3)

An introduction to the study of human movement, including its role in daily life, its place in higher education, and professional career opportunities in areas related to sport, movement, exercise, and fitness. Examines the multiple ways of knowing and studying human movement with a focus on the subdisciplines within kinesiology.

210 Human Anatomy and Physiology (3)

(Same as Biology 210)

214A Basic Scuba (3)

Prerequisites: ability to swim 400 yards, tread water one minute and swim 25 yards underwater. Skin and scuba diving, theory of diving, safety procedures and ocean environment. Open Water Basic Scuba Certification earned with successful completion. (1 hour lecture, 2 hours pool activity/ocean dives)

214B Intermediate Scuba (2-3)

Prerequisite: Open Water Scuba Certification. Application of scuba diving, including photography, navigation, salvage, game hunting, night diving and others. Advanced Scuba Certification for successful completion. (1 hour lecture, 2 hours pool activity/ocean dives)

246A Basic Hatha Yoga (2)

Basic Yoga postures, breathing and relaxation techniques, and beginning meditation techniques from theoretical and experiential perspectives. Awareness, concentration and breathing patterns that accompany the movements of Hatha Yoga. (1 hour lecture, 2 hours activity) (Same as Religious Studies 246A)

250 Mental Skills for Sport Performance (3)

Developing an understanding of the mental aspects of sport performance and learning mental skills that can be used to enhance sport performance. (Credit/No Credit only)

260 Movement Anatomy (3)

Prerequisite: Kinesiology/Biology 210 or equivalent. The muscularskeletal system and its function in human movement. Movement in sports skills and the muscles involved.

268 Clinical Proficiencies in Athletic Training I (1)

Prerequisites: Kinesiology 200 and admission to the Athletic Training
Education Program. This course is designed to develop a cognitive
understanding and a practical knowledge of the various clinical skills
required in a first-semester athletic training student.

300 Principles of Human Movement (3)

Prerequisites: Kinesiology 260, four of required six units of approved performance courses, and junior or senior standing.

General movement patterns as applied to sport and human movement.

325 Techniques of Coaching (3)

Prerequisite: junior or senior standing. Factors related to coaching strategies and techniques: philosophy, ethics, legal issues, gender, multicultural and equity issues, leadership, motivation, team management, budget, recruiting, equipment purchase, skill acquisition, season planning, conditioning, nutrition, and drugs.

342 Stress Management (3)

(Same as Health Science 342) Kinesiology majors may count this course either for the major or for General Education.

348 Physiology of Exercise (3)

Prerequisites: Kinesiology 210 or equivalent and junior or senior standing. Physiological processes in physical activities and the effect of training upon performance.

348L Physiology of Exercise Laboratory (1)

Prerequisite: prior completion or concurrent enrollment in Kinesiology 348. Laboratory techniques in physiology of exercise. (3 hours laboratory)

349 Measurement and Statistics in Kinesiology and Health Promotion (3)

Prerequisite: junior or senior standing. A study of measurement theory and statistics used in the evaluation of health and human performance, with special focus on the analysis and interpretation of data in different environments. (Same as Health Science 349)

350 Nutrition (3)

(Same as Health Science 350)

351 Principles of Conditioning (3)

Prerequisites: Kinesiology 260 and 348 required, 300 recommended, and junior or senior standing. Conditioning for those who plan to coach or supervise fitness programs. Circuit training, nutrition, motivation, weight control and kinesiology factors.

352 Principles of Teaching Group Fitness (3)

Prerequisites: Kinesiology 210 and junior or senior standing. Provide content knowledge and practical experience concerned with teaching group fitness. Emphasis will be placed on teaching principle, techniques and safety. A variety of exercise formats will be introduced.

353 Physical Activity and Lifelong Well-Being (3)

Prerequisites: one course from Category III of General Education and junior or senior standing. An integration of physiological, psychological and sociological understandings of the human being in relationship to physical activity as a lifelong pursuit. Topics include physical fitness, nutrition, stress reduction, socialization, and individual differences in human behavior. Health Science majors may count this course either for the major or for General Education. Kinesiology majors may not count this course for General Education. (Same as Health Science 353)

363 Developmental Adaptions of Atypical (3)

Prerequisites: Kinesiology 300, 348, 364, and junior or senior standing. The study of the disabled whose unique needs in motor development determine their least restrictive environment in physical activity. Programs of games, sports and exercise in diversified settings; legally mandated regulations.

364 Motor Development (3)

Prerequisites: Kinesiology 260 and junior or senior standing. Life span motor development: age, sex, ethnic, cultural and perceptual components, their implications and the main course of action needed in developmental strategies for optimal motor behavior development.

365 Prevention and Care of Athletic Injuries (3)

Prerequisites: Kinesiology 200 and junior or senior standing.

Focuses upon immediate observation and examination of injuries.

Special emphasis will be placed upon the etiology, pathology, signs, symptoms and complications related to injuries sustained by athletes.

368 Clinical Proficiencies in Athletic Training II (1)

Prerequisites: KNES 268 and junior or senior standing. Knowledge and develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

369 Clinical Proficiencies in Athletic Training III (1)

Prerequisites: Kinesiology 368 and junior or senior standing. Knowledge and develop clinical skills related to athletic training, including environmental safety, protective equipment, surface anatomy, palpation skills, special and functional tests, fitness testing techniques, etc.

371 Human Motor Control and Learning (3)

Prerequisite: junior or senior standing. An examination of the neural musculoskeletal, and psychological mechanisms underlying the control and learning of movement skills across the lifespan.

371L Human Motor Control Learning Laboratory (1)

Prerequisites: prior completion or concurrent enrollment in Kinesiology 371 and junior or senior standing. Laboratory techniques in motor control and learning studies. (3 hours laboratory)

373 Advanced Injury Assessment of the Lower Extremity (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This advanced course is designed to develop the knowledge and clinical skills related to the recognition, evaluation, and assessment of pathologies to the lower extremity and lumbar spine.

374 Advanced Injury Assessment for the Upper Extremity (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This is an advanced course intended to develop the knowledge and clinical skills related to the recognition, evaluation, and assessment of pathologies to the upper extremity and cervical spine

375 Management of Sport/Exercise Emergencies (3)

Prerequisites: Kinesiology 200 and junior or senior standing. This course is designed to provide the theoretical, practical, and clinical basis for the recognition, treatment, and management of medical emergencies and catastrophic situations involving the physically active individuals, including athletes.

377 Therapeutic Exercise in Rehabilitation (3)

Prerequisites: Kinesiology 200 and junior or senior standing. This course is designed to provide the theoretical and clinical basis for therapeutic exercise in rehabilitation. Therapeutic exercises as they relate to injury rehabilitation will be developed for student syntheses and understanding.

378 Therapeutic Modalities in Rehabilitation (3)

Prerequisites: Kinesiology 200 and junior or senior standing. This course is intended to provide theoretical, clinical, and practical basis for the use of therapeutic modalities in rehabilitation. Information concerning physical agents and biophysics, indications, contraindications, physiological effects, and applications will be developed.

380 History and Philosophy of Human Movement (3)

Prerequisites: completion of General Education Category II.A and III.B.2 and junior or senior standing. Historical development of thought and practice in athletics, sport, kinesiology, play, dance, and other human movement forms from ancient Greeks to the present. Philosophical theories of human movement relative to personal identity, reality, being, values, and nature of competition.

381 Sports, Games and Culture (3)

Prerequisites: one course from Category III of General Education and junior or senior standing. Human movement in the cultural milieu. Historical and contemporary interpretations of the role of play, games, sports, dance and recreation in human life.

383 Psychology of Sport and Physical Activity (3)

Prerequisite: junior or senior standing. Introduction to theory and research of psychological processes that influence human performance in numerous movement settings including sport, exercise, and rehabilitation. Topics include individual difference variables (e.g., personality, arousal/anxiety, and motivation), social psychological variables (e.g., aggression, leadership, and group dynamics), and assessment and intervention (e.g., goal setting, cognitive techniques, and behavioral change strategies).

384 Sport Sociology (3)

Prerequisite: Kinesiology 381 and junior or senior standing. Sport and social institutions and social processes. Understanding sport as a social phenomenon.

385 Instructional Analysis of Human Movement (3)

Prerequisites: completion of all six units of Kinesiology performance classes in specified areas (i.e., fitness, aquatics, combatives, individual sports, court/racquet sports, team sports), Kinesiology 300, and junior or senior standing. This course examines variables and principles which contribute to effective observation, analysis, and instruction of human movement skills across the life span.

386 Movement and the Child (3)

Prerequisite: for Kinesiology majors only: Kinesiology 385.

Corequisite: Kinesiology 494 (1 unit) and junior or senior standing.

Characteristics of the child; physical growth and development; basic mechanical principles underlying efficient movement; and programs for physical needs of children in the elementary school.

387 Movement and the Adolescent (3)

Prerequisite: for Kinesiology majors only: Kinesiology 385.

Corequisite: Kinesiology 494 (1 unit) and junior or senior standing.
Prepares students to implement physical education programs at the secondary level. Addresses cognitive, affective and psychomotor development; structure, concepts and principles related to human movement and motor learning; concepts related to the design of secondary school movement programs.

396 Physical Education Tutorial (1)

Prerequisite: consent of instructor and tutorial adviser and junior or senior standing. Supervised experience in performance or laboratory situations through tutoring or assisting in instruction. May be repeated for six units of credit. A maximum of three units may be applied toward the major.

400 Program Design in Kinesiology (3)

Prerequisites: Kinesiology 202 and junior or senior standing. This course is designed to provide the student with the skills necessary for developing, implementing, and evaluating human movement and/or health promotion programs for specific target populations.

406 Principles of Sport and Exercise Management (3)

Prerequisite: junior or senior standing. A broad overview of sport/ exercise management enterprise, including school, facility, professional, commercial, industrial, corporate management and specialists in marketing, print/electronic media. Job descriptions, professional preparation and placement opportunities are detailed. Portfolio development.

408 Sports Fund Raising and Packaging (3)

Prerequisites: Kinesiology 406 and junior or senior standing. Fund raising theories and principles with application to educational, professional and commercial sports. The importance of marketing within the sports setting. Theories and principles as relevant to the intercollegiate and professional athletic leagues.

414 Legal Issues in Sport and Exercise (3)

Prerequisite: junior or senior standing. Analysis of the major legal issues involved in the conduct of amateur and professional sport and the teaching and administration of Physical Education. Issues include: coaching, student athlete, sports medicine, officials, spectators, facilities, equipment, and contracts.

430 Applied Sport Psychology (3)

Prerequisites: Kinesiology 383 and junior or senior standing. Application of principles from sport psychology literature to enhance athletes' and coaches' performance.

432 Applied Exercise Psychology (3)

Prerequisites: Kinesiology 383 and junior or senior standing,.
Understanding and applying the principles from exercise psychology to enhance competencies and skills related to preventive and rehabilitative exercise programs.

442 Teaching Physical Education (3)

Prerequisite: admission to Teacher Education. Objectives, methods and materials of teaching Physical Education K to 12. Required before student teaching. Part of the 12-unit education block and may not be taken separately. (Credit/No Credit only. Requires B or better for credit.)

449E Externship in Secondary Teaching (3)

To be taken concurrently with Kinesiology 442. See description under Secondary Education. (Credit/No Credit only. Requires B or better for credit.)

449I Internship in Secondary Teaching (10)

See description under Secondary Education. (Credit/No Credit only. Requires B or better for credit.)

449S Seminar in Secondary Teaching (2)

See description under Secondary Education. (Credit/No Credit only. Requires B or better for credit.)

451 Sports Medicine (3)

Prerequisites: junior or senior standing, Kinesiology 348 and 348L. Addresses those alterations in human movement, anatomy, and physiology that are caused by such factors as injury, drugs, and environment.

452 Graded Exercise Testing and Prescription (3)

Prerequisites: junior or senior standing, Kinesiology 348 and 348L; Kinesiology 351 and 451 recommended. Methods of graded exercise testing in the apparently healthy adult. Guidelines for aerobic exercise prescription. Discussion of cardiovascular disease and identification of risk factors.

453 Clinical Exercise Physiology (3)

Prerequisites: Kinesiology 348 and 452, Kinesiology 350 recommended, and junior or senior standing. Application of exercise physiology concepts to clinical/pathological situations in order to determine the therapeutic and functional benefits of physical activity.

454 Physical Dimensions of Aging (3)

Prerequisites: minimum of 6 units of upper-division. Kinesiology courses completed or 6 units from the Gerontology minor and junior or senior standing. Examination of the scientific evidence concerning the relationship between level of physical activity and one's physical, mental and psychological well-being during aging.

455 Functional Performance Assessment and Programming for Older Adults (3)

Prerequisites: Kinesiology 349 and either Kinesiology 353, 371, or 454 and junior or senior standing. This course emphasizes the development of technical and personal skills related to functional performance assessment and to the development and implementation of physical activity programs for healthy and frail older adults.

461 Biomechanical Analysis of Human Movement (3)

Prerequisites: Kinesiology 300 and junior or senior standing, Physics 211 recommended. An analytical approach to the mechanics of human motion. Quantitative video analysis techniques are introduced and applied to select movement analysis projects.

463 Biomechanics of Musculoskeletal Injury (3)

Prerequisites: Kinesiology 300 and junior or senior standing, Biomechanical analysis of bone, joint cartilage, and callagenous tissue, and of forces and moments acting at the major joints of the human body with specific interest on how these forces contribute to musculoskeletal injuries.

465 Administration and Leadership in Athletic Training (3)

Prerequisites: Kinesiology 365 and junior or senior standing. This course is intended to enable students to comprehend and appraise the many theoretical, legal, moral, ethical, technical, and practical aspects of administration and leadership in sports health care programs, including those in athletic training.

468 Clinical Proficiencies in Athletic Training IV (1)

Prerequisites: Kinesiology 369 and junior or senior standing. This course is designed to develop a cognitive understanding and a practical knowledge of the various clinical skills required of a fourth-semester of athletic training student.

469 Clinical Proficiencies in Athletic Training V (1)

Prerequisites: Kinesiology 468 and junior or senior standing. This course is designed to develop a cognitive understanding and a practical knowledge of the various clinical skills required of a fifth-semester athletic training student.

471 Motor Control and Movement Dysfunction (3)

Prerequistes: Kinesiology 371 and junior or senior standing. This course will examine contemporary motor control theories and how they are applied to the development of therapeutic exercise programs for children and adults with balance and movement disorders caused by disease and/or trauma to the neurological system.

480 Women and Sport (3)

Prerequisites: minimum of 15 Kinesiology upper-division units completed and junior or senior standing. A multidimensional focus of influences impacting women's competitive and non-competitive sport participation with emphasis on access, inclusion, adherence, benefits/liabilities, and lifelong well being.

494 Practicum (1-3)

Prerequisites: junior or senior standing, consent of faculty sponsor, field supervisor, fieldwork coordinator, and chair. Planning, preparing, coaching, teaching in public school, college, or community physical education or recreation programs. May be repeated for a maximum of six units of credit. Credits not applicable toward major or fifth year work. (Credit/No Credit only).

495 Internship Seminar (1)

Prerequisites: minimum of 12 units of upper-division Kinesiology courses completed, consent of faculty sponsor, field supervisor, fieldwork coordinator and chair and junior or senior standing. Co-requisite: Kinesiology 495L. Analysis of field experiences including appropriate theory, skills and techniques. May not be repeated for credit toward the major.

495L Internship in Kinesiology (2)

Prerequisites: minimum of 12 units of upper-division Kinesiology courses completed, consent of faculty sponsor, field supervisor, fieldwork coordinator and chair, and junior or senior standing. Corequisite: Kinesiology 495 or equivalent. Supervised experience in an approved fieldwork location agency. Internship must be specific to the discipline of kinesiology. Minimum of 120 hours per semester. Application forms must be completed and approved prior to enrollment. Upon completion of the internship, a written report must be submitted. May not be repeated for credit toward the major.

499 Independent Study (1-3)

Prerequisite: minimum of 15 upper division Kinesiology courses completed and junior or senior standing. Topics based on a study plan prepared in cooperation with a faculty supervisor. Culminates in a paper, project, comprehensive examination or performance. Application forms must be completed and approved prior to enrollment. Maximum of three units in any one semester; may be repeated once.

508 Statistical Methods in Kinesiology (3)

Prerequisites: graduate status, Kinesiology 349. Statistical theory, data collection procedures, techniques for analysis and interpretation of data.

510 Research Methods in Kinesiology (3)

Prerequisites: graduate status, Kinesiology 508. The fundamental tools of research. Types of research, process of scientific inquiry and critical analysis of research. Topic selection and development of a research proposal.

516 Advanced Study of the Philosophical Perspective of Human Movement (3)

Prerequisites: graduate status, Kinesiology 380. Methods of the philosophical process and human movement.

550 Graduate Internship (3)

Prerequisites: graduate status, consent of faculty sponsor, field supervisor, field coordinator and chair. On-the-job training experiences supervised by a fully trained practitioner. Minimum of 150 hours per semester plus conferences with faculty sponsor. Application forms must be completed and approved prior to enrollment. Upon completion of the internship, a written evaluation must be submitted. Not open to students on, or subject to, academic probation.

551 Advanced Study in Physiology of Exercise (3)

Prerequisites: graduate status, Kinesiology 348 and 348L. Current issues and research in physiology of exercise with emphasis on physiological control during acute exercise. Includes written, oral and laboratory assignments.

555 Scientific Bases of Training (3)

Prerequisites: graduate status, Kinesiology 351 and 551. The anatomical and physiological bases for programs that develop physical fitness and performance.

556 Environment Exercise Physiology (3)

Prerequisites: graduate status, Kinesiology 551. The interrelationship between the physical environment and the human while exercising under different states of fitness and acclimatization.

557 Instructional Strategies in Physical Education and Sport (3)

Prerequisites: graduate status, Kinesiology 371 or 383. Study of theoretical concepts, models, and research on instructional strategies for Physical Education, sport and related professional setting. Highly recommended for graduate students in all concentrations in Physical Education.

558 Advanced Study in Teaching Human Movement (3)

Prerequisites: graduate status, Kinesiology 300 or Kinesiology 371 or consent of the instructor. Provides a general overview of historical perspectives and current trends \in pedagogical research and the resultant principles that undergird the science of teaching human movement.

561 Advanced Study in Biomechanics (3)

Prerequisites: graduate status, Kinesiology 461. Advanced methods and concepts associated with the quantification of human movement. Emphasis is placed upon the biomechanical analysis of force plate and three-dimensional video data.

571 Advanced Study in Human Motor Control and Learning (3)

Prerequisites: graduate status, Kinesiology 371. In-depth study of contemporary trends and issues in motor control/learning research.

Emphasis on application of research to practice.

580 Advanced Study in Sport and Exercise Psychology (3)

Prerequisites: graduate status, Kinesiology 383. Current issues and research in sport and exercise psychology. Topic areas include: motivation, personality, leadership and group dynamics, attention/concentration, exercise adherence/compliance, sport and exercise injury, and behavioral change strategies.

581 Consultation in Applied Sport Psychology (3)

Prerequisites: Kinesiology 383 and 430, and graduate standing. Explores factors related to effective consultation for enhancing athletic performance. Knowledge of consultation issues will be derived from the existing best practices and literature with the purpose of drawing practical applications for the new professional.

582 Advanced Study in Sociocultural Perspectives of Human Movement (3)

Prerequisites: graduate status and Kinesiology 384, or consent of instructor. An in-depth study of the theories and methods of the sociocultural perspective and their application to the study of human movement phenomena.

597 Project (3)

Prerequisites: graduate classified status, Kinesiology 510, successful completion of an oral presentation of the project, and signature of all committee members on or before the census date of the semester in which the student elects to enroll. Directed independent inquiry.

Not open to students on, or subject to, academic probation.

598 Thesis (3)

Prerequisites: graduate classified status, Kinesiology 510, successful completion of an oral presentation of the thesis, and signatures of all committee members on or before the census date of the semester in which the student elects to enroll. Student will select and have approved a research proposal, conduct the research, and prepare a formal analysis and report. May be repeated. Not open to students on, or subject to, academic probation.

599 Graduate Independent Research (1-3)

Prerequisites: graduate status, Kinesiology 510, and consent of the faculty adviser and chair. Student research in a specific area of human movement studies. Application forms must be completed and approved prior to enrollment. Upon completion of the research, a written report must be submitted. Not open to students on, or subject to, academic probation. Maximum of three units in any one semester; may be repeated once.

HEALTH SCIENCE COURSES

Courses are designated as HESC in the class schedule.

101 Personal Health (3)

Basic concepts relating to health and well-being from a holistic perspective. Mental, emotional, physical and socio-environmental dimensions of health, sexuality and relationships; nutrition and physical fitness; use and abuse of drugs; health care services and current health problems. Instructional fee required.

102 Prevention and First Aid (2)

The hazards in environment. The care and prevention of accidents. Standard first aid certification by the American Red Cross granted upon successful completion of requirements.

220 Concepts in Health Science (3) (Formerly 320)

Prerequisites: one course from General Education Category III.A. 2. or 3. and junior or senior status. Corequisite: Health Science 494 (1 unit). Theoretical and practical issues of Health Science as a profession. Topics include: history, status, resources, roles in various settings, legal and ethical issues in health education.

301 Promotion of Optimal Health (3)

(Same as Nursing 301)

321 Drugs and Society (3)

Prerequisite: completion of lower-division general education science requirement and junior or senior status. Habit-forming substances such as alcohol, tobacco, narcotics, hallucinogens, and related drugs, stimulants and depressants. Social, historical, and legal aspects of the drug problem are considered.

325 Consumer Health (3)

Prerequisites: Health Science 101 and junior or senior standing.

Analysis and evaluation of health information, products and services; medical quackery, fraudulent health practices, and laws and agencies protecting the consumer will be explored.

342 Stress Management (3)

Prerequisites: one course from General Education Category IV. B; at least sophomore standing. The nature of stress and the physiological and psychological effects of prolonged stress responses. Includes short and long term somatic and behavioral techniques (exercise, relaxation, meditation, nutrition, time management and goal setting) for management of stress. Health Science majors may not count this course for General Education. Kinesiology majors may count this course either for the major or for General Education. (Same as Kinesiology 342)

349 Measurement and Statistics in Kinesiology and Health (3) (Same as Kinesiology 349)

350 Nutrition (3)

Prerequisites: Chemistry 115 or equivalent course and junior or senior standing. Concepts of nutrition as they relate to nutritional needs, practices, and problems throughout the life cycle. Emphasis on nutritional counseling and education of individuals/groups toward health promotion and disease prevention. Open to non-nursing majors. (Same as Kinesiology 350)

353 Physical Activity and Lifelong Well-Being (3)

(Same as Kinesiology 353) Health Science majors may count this either for the major or for General Education.

356 Health Education for Secondary Teachers (3)

Prerequisite: senior or postbaccalaureate standing. Course is designed to assist secondary teachers to promote and protect the health and well-being of middle and high school students. This course is designed to satisfy the Commission on Teacher Credentialing requirement for health education, including nutrition, alcohol, tobacco, and other drugs.

357 Health Education for Elementary Teachers (3)

Prerequisite: senior or postbaccalureate standing. The teacher's role in the comprehensive school health system. This course is designed to satisfy the Commission on Teacher Credentialing requirement for health education, including nutrition, alcohol, tobacco, and other address.

358 Contemporary Issues in Children's Health (3)

Prerequisites: junior or senior standing. Overview of common causes of, interrelationships between, and prevention of morbidity and mortality among children and youth; focus is on preventive and promotive health concepts and practices; connections between health and learning are explored.

400 Program Design in Kinesiology and Health Promotion (3)

Prerequisites: Kinesiology 202 or Health Science 220. This course is designed to provide the student with the skills necessary for developing, implementing, and evaluating human movement and/or health promotion programs for specific target populations. (Same as Kinesiology 400)

401 Epidemiology (3)

Prerequisites: Health Science 220 and 349. Application of epidemiologic procedures to the understanding of the occurrence and control of infectious and chronic diseases, mental illness, environmental health hazards, accidents and geriatric problems. (Same as Nursing 401)

410 Community Health Education (3) signature langitumized. Tele

Prerequisites: Health Science 220 and junior or senior standing. Examination of the multiple settings for community health education practice and professional roles and skills that are required for health educators. Identification of community health education concepts with application to various segments of the nation's health.

411 Promoting Health in Multicultural Populations (3)

Prerequisites: Health Science 220. Focus on impact of cultural variables on health/illness. Current and potential strategies to improve health care delivery to ethnic groups will be explored. Identification of cultural competence skills that are essential for health educators.

440 Determinants of Health Behavior (3)

Prerequisites: Health Science 220 or Kinesiology 202. Survey of contemporary research on the health effect of human behavior. Introduction to theoretical foundations and practical applications of behavior in the context of health: physical, psychological, cultural and social health. Includes current issues and theories of health behavior.

445 Instructional Methodologies for Health Education (3)

Prerequisite: Health Science 220. Learner-centered instructional strategies designed to facilitate health behavior change for individuals in-group settings. Strategies focus in specific content, relationship to behavioral outcomes, and adult learning theories.

450 Applied Health Promotion through out the Lifespan (3)

Prerequisite: Health Science 220. Promotion/risk reduction program content, development, implementation, and evaluation. Topics include: weight control, stress management, substance abuse, physical fitness, and accident prevention.

455 Designing Health Education Curricula (3)

Prerequisite: Health Science 220. This course thoroughly explores the theory and skills necessary to develop curriculum based on analysis of individual, community and societal needs and interests.

460 Worksite Health Promotion (3)

Prerequisites: Health Science 220 or Kinesiology 202. Examination of the philosophy, rationale and guidelines for developing health promotion programs in the corporate setting. Unique considerations in assessing needs, planning and implementing programs, evaluating effectiveness and coordinating activities in the workplace are discussed. (Same as Kinesiology 460)

461 Occupational Health and Safety (3)

Prerequisite: Health Science 220 or Kinesiology 302. Occupational health principles including anticipation, recognition, evaluation, and control of occupational hazards are presented to heighten awareness of workplace hazards on human health. Occupational health laws, regulations and methods of compliance are reviewed.

475 Health Science, Planning, Research and Evaluation (3)

Prerequisites: Health Science 220 and 349. Identification and application of concepts related to Health Science planning, research and evaluation. Includes analysis of planning and research designs applicable to health professionals as well as tools for measurement of health status at individual, community, national levels.

494 Health Science Practicum (1-3)

Prerequisites: Health Science 220, junior/senior standing and consent of instructor. An elective for Health Science majors offering an opportunity to plan, implement, and evaluate special community-based projects under faculty supervision. May be repeated 6 units maximum. Credit/no credit only.

495 Internship in Health Science (3)

Prerequisites: Health Science 220 and 455, senior standing and consent of instructor. Supervised observation and field experience in community health settings as conducted by government, voluntary, professional or industrial/corporate organizations. (May be repeated one time.)

500 Issues in Public Health (3)

Prerequisite: admission to the Master of Public Health program. Historical perspectives, definitions, and discussion of current public health issues. Prepares public health professionals to draw on knowledge and skills from a variety of disciplines to define, critically assess, evaluate, and resolve public health problems.

501 Advanced Methods in Epidemiology (3)

Prerequisite: Health Science 401. Advanced application of epidemiologic procedures to the understanding of the occurrence and control of diseases and other health problems will be addressed. Emphasis is given to study design, data quality, statistical analysis, and causal inference.

540 Advanced Study in Health Promotion and Disease Prevention (3)

Prerequisite: Health Science 440 or equivalent. Study of psychological, social, ecological, economic, and political theories relevant to the mission and process of health promotion. Application of behavioral change techniques and health education methodology to health promotion targeting individuals and whole communities.

Latin, American Studies College of Humanites and Social Sciences

INTRODUCTION

Latin America is our closest neighbor and is a developing region with vast potential. Countries range in size from the Dominican Republic to resource-rich Brazil, which is larger than the continental United States.

By pursuing a broad yet in-depth course of study, Latin American Studies students are well equipped to enter many fields and occupations as teachers in the United States or Latin America, as business people sensitive to Latin American history and culture, or as journalists, lawyers, and doctors where contact with Latin America or Latin Americans in the United States is important.

The Latin American Studies major is designed to provide an in-depth, interdisciplinary understanding of Latin America. Majors develop language proficiency in both Spanish and Portuguese and have a broad range of courses from which to choose in anthropology, art, Chicana/o studies, economics, history, geography, political science, and foreign languages and literatures. The major is well-suited for: (1) students who wish to pursue careers which require residence in or knowledge of Latin America (e.g., business, journalism, government); (2) those who plan to teach Spanish and/or social sciences in the secondary schools; and (3) students who wish to pursue graduate work in Latin American studies or other disciplines where a Latin American specialization would be helpful (e.g., political science, economics, history).

BACHELOR OF ARTS IN LATIN AMERICAN STUDIES

The Bachelor of Arts in Latin American Studies requires a minimum of 120 units, which includes courses for the major, General Education, all University requirements, and free electives

Foundation Courses

All majors should develop a language proficiency level equivalent to Spanish 204 and Portuguese 102.

Students with no language background should take:

Spanish 101 Fundamental Spanish - A (5)

Spanish 102 Fundamental Spanish - B (5)

Spanish 203 Intermediate Spanish - A (3)

Spanish 204 Intermediate Spanish - B (3)

Portuguese 101 Fundamental Portuguese - A (4) (usually offered in the Fall)

Portuguese 102 Fundamental Portuguese - B (4) (usually offered in the Spring)

A student with a knowledge of Spanish and/or Portuguese may be able to meet part or all of the foundation course requirements after evaluation by the Department of Foreign Languages and Literatures.

Required Fields of Study

Upper-Division Writing Requirement (3 units)

English 301 Advanced Composition (3)

Language (3 units)

Spanish 301 Advanced Grammar and Composition (3)

OR Portuguese 317 Advanced Conversation and Composition (3)

PROGRAM COORDINATOR

Sandra M. Pérez-Linggi

PROGRAM OFFICE

Humanities 420A

PROGRAMS OFFERED

Bachelor of Arts in Latin American

Minor in Latin American Studies

WEBSITE

http://hss.fullerton.edu/latinamerican/

PARTICIPATING FACULTY

Ruth Capelle (Art), Isaac Cardenas (Chicano Studies), James Dietz (Economics), Roger Dittmann (Physics), Dagoberto Fuentes (Chicano Studies), Ana Garza (Education), Ron Harmon (Foreign Languages), Juan Carlos Gallego (Foreign Languages), Joanne Gass (English), Arturo Jasso (Foreign Languages), Leroy Joesink-Mandeville (Anthropology), Irene Lange (Marketing), Jocelyn Olcutt (History), Gerald Rosen (Sociology), Robert Voeks (Geography), Bruce Wright (Political Science), Phillipe Zacair (History).

ADVISER

Sandra M. Pérez-Linggi

History and Culture (9 units)

Spanish 316 Introduction to Spanish American Civilization (3)

OR Portuguese 325 Contemporary Brazilian Civilization (3)

Latin Amer Studies 300 Topics in Latin America (3)

Three units in upper-division Latin American History (3)

Social Science (6 units) selected from two departments

Anthro 325 Peoples of South America (3)

Anthro 423 The Ancient Maya (3)

Anthro 424 The Aztecs and Their Predecessors (3)

Economics 333 Economic Development: Analyses and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

Upper-division Latin American Political Science courses when offered

Elective Fields of Study

Twelve units selected from three or more of the following groupings chosen in consultation with the program coordinator:



Culture

Anthropology 325
Peoples of South
America (3)

Anthropology 423 The Ancient Maya (3)

Anthropology 424 The Aztecs and Their Predecessors (3)

Chicano 302 Ancient Mexican Culture (3)

Chicano 353 Mexico Since 1906 (3)

Chicano 403 Cultural Differences in Mexico and the Southwest (3)

Portuguese 317 Advanced Conversation and Composition (3)

OR Spanish 301 Advanced Grammar and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

OR Spanish 316 Introduction to Spanish-American Civilization (3)

Spanish 416 Contemporary Spanish-American Culture (3)

Fine Arts and Literature

Art 460 Pre-Columbian Art (3)

Art 462 Latin American Art from 1800 to the 1950s (3)

Art 480T Selected Topics in Art History (3)*

Chicano 304 Music of Mexico (3) (Same as Music 304)

Chicano 336 Main Trends in Spanish-American Literature (3)

Chicano 430 Evolution of Mexican Literature (3)

Chicano 433 Mexican Literature Since 1940 (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 485T Senior Seminar: Topics in Spanish-American Literature (3)

History and Politics

History 350 History of Latin American Civilization (3)

History 451 Colonial Period of Latin America (3)

History 452 20th-Century Brazil (3)

History 453 History of Mexico (3)

History 454 19th Century Latin America: Era of Nation Building (3)

History 455 Latin America Since 1945 (3)

Upper-division Latin American Political Science courses when offered.*

Geography and Economics

Economics 333 Economic Development: Analyses and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

Latin American Studies

Latin American Studies 399 Directed Studies (1-3)

MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American studies is designed to complement other majors for which a focus on Latin America can be beneficial (e.g., history, international business, communications, Spanish, economics and political science). Prospective secondary teachers may find this minor particularly attractive. The minor requires proficiency in either Spanish or Portuguese, as defined above for the major; 3 units of cultural history (Latin Amer Studies 300, History 350 or Spanish 316 or Portuguese 325); and 9 units of approved electives from at least three departments listed below:

Anthro 423 The Ancient Maya (3)

Anthro 424 The Aztecs and Their Predecessors (3)

Anthro 325 Peoples of South America (3)

Art 460 Pre-Columbian Art (3)

Art 462 Latin American Art from 1800 to the 1950s (3)

Art 480T Selected Topics in Art History (3)*

Chicano 302 Ancient Mexican Culture (3)

Chicano 304 Music of Mexico (3) (Same as Music 304)

Chicano 336 Main Trends in Spanish-American Literature (3)

Chicano 353 Mexico Since 1906 (3)

Chicano 403 Cultural Differences in Mexico and the Southwest (3)

Chicano 430 The Evolution of Mexican Literature (3)

Chicano 433 Mexican Literature Since 1940 (3)

Chicano 440 Mexican Intellectual Thought (3)

Economics 333 Economic Development: Analysis and Case Studies (3)

Economics 334 Economics of Latin America and the Caribbean (3)

Geography 333 Latin America (3)

^{*}Latin American focus only.

History 451 Colonial Period of Latin America (3)

History 452 20th-Century Brazil (3)

History 453 History of Mexico (3)

History 454 19th Century Latin America: Era of Nation Building (3)

History 455 Latin America Since 1945 (3)

Upper-division Latin American Political Science courses when offered*

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

Spanish 301 Advanced Grammar and Composition (3)

Spanish 310 Spanish in the Business World (3)

Spanish 316 Introduction to Spanish-American Civilization (3)

Spanish 416 Contemporary Spanish-American Culture (3)

Spanish 440 Spanish-American Literature to Modernismo

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 485T Senior Seminar: Topics in Spanish-American Literature (3)

LATIN AMERICAN STUDIES COURSES

Course is designated as LTAM in the class schedule.

300 Topics in Latin America (3)

Prerequisite: completion of General Education Category III.C.1.

An interdisciplinary examination and discussion of the history, geography, peoples, and major issues of Latin America from pre-Colonial times to the present.

399 Directed Study (1-3)

Prerequisite: approval of program coordinator. Supervised individual or small group study as an elective. May be repeated for credit with different content.

^{*}Latin American focus only.

INTRODUCTION

Liberal Studies is an interdisciplinary department that integrates concepts from the humanities and arts, the natural sciences and the social sciences. Some core courses trace the historical development of these areas of knowledge in their intellectual and cultural context. The broad framework of these courses will enable students to see the whole range of human knowledge. Other core courses compare and contrast the methods and underlying assumptions of the humanities and arts, the natural sciences and the social sciences, and explore the ways in which these disciplines communicate. The critical thinking and communication skills these courses develop provide students with the self-confidence that comes from being able to express one's ideas clearly and effectively both orally and in writing. The core courses use a combination of lecture, discussion and seminar to make the student not only a well-rounded, well-educated person, but also a more independent thinker and a more creative human being.

The major in Liberal Studies is designed for students who desire the broadest possible liberal education: (1) as preparation for teaching all subjects in the elementary school classroom; (2) as an alternative approach to careers in business; (3) as preprofessional preparation for entry into professional schools in the health sciences, law, ministry, etc.; (4) as a means of obtaining specific occupational requirements that cannot be met from course work in a single department; (5) and as a source of personal growth and development.

AWARDS IN LIBERAL STUDIES

The Outstanding Elementary Education Plan Student Award and the Outstanding Thematic
Plan Student Award go to the outstanding graduating senior in each plan.

MULTIPLE SUBJECT MATTER PREPARATION PROGRAM

In addition to completing their B.A. in Liberal Studies, students seeking a Multiple Subject (Elementary) Credential need to enter a state-approved Multiple Subject Credential Program.

As part of the Multiple Subjects Credential Program requirements, students must either (1) complete an approved Multiple Subject Matter Preparation Program at CSUF or another institution or (2) take the state-approved exam based on the content of the Multiple Subject Matter Preparation Program. Students intending to meet the CSUF Multiple Subject Matter Preparation Program requirements while they are taking course work in the Liberal Studies major will need to consult with a liberal studies adviser.

The bachelor's degree in Liberal Studies may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BLENDED TEACHER EDUCATION PROGRAM

Students in the Blended Teacher Education Program (BTEP) combine their bachelor's degree requirements with credential program classes to earn a baccalaureate degree and Level I credential in four calendar years. BTEP students complete general education, a major in either Child and Adolescent Development or Liberal Studies, and a Level I CLAD Emphasis Multiple Subject

DEPARTMENT CHAIR

James R. Hofmann

DEPARTMENT OFFICE

Education Classroom 622

DEPARTMENT WEBSITE

http://hss.fullerton.edu/liberal/

PROGRAMS OFFERED

Bachelor of Arts in Liberal Studies

FACULTY

Emily Bonney, April Bullock, Ronald Clapper, Christina Cogdell, Margaret Garber, Mark Fischer, Craig McConnell, Angeles Sancho-Velazquez, Terri Snyder

ADJUNCT FACULTY

Jane Hipolito (English and Comparative Literature), Gaylen Carlson (Geological Sciences), James Hofmann (Philosophy), Stewart Long (Economics), Bradley Starr (Comparative Religion), Bruce Weber (Chemistry and Biochemistry), James Woodward (History)

ADVISERS

Emily Bonney, April Bullock, Ronald Clapper, Christina Cogdell, James Hofmann, Craig McConnell, Terri Snyder, Bradley Starr Credential (for teaching elementary school) or an Education Specialist Credential (for teaching special education). This academically challenging program is ideal for the strong, committed student who plans to teach elementary school or special education. Field experiences working with children every semester from Semester 2 through Semester 8 are an essential element in this program. BTEP students also have regular contact with faculty from the Elementary, Bilingual and Reading Department throughout their four years of study.

Students admitted to BTEP are members of a learning community where they make close friends and establish support networks. Each semester students take at least two classes reserved for BTEP students. Faculty members focus these classes on teacher preparation issues.

First-time freshman may apply to the program March through June prior to their entering fall semester. Up to 75 freshman are accepted for BTEP each year. Applicants are encouraged to apply early for priority consideration.

BACHELOR OF ARTS IN LIBERAL STUDIES

The Bachelor of Arts in Liberal Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. The 27 units of core courses are required of all majors. In addition, students must take the 24-unit option under either the Elementary Education Plan or the Thematic Plan. Each course counted for the major must be completed with a grade of C or higher.

Core Courses (27 units)

Liberal Studies 290 Introduction to Liberal Studies (3)

Liberal Studies 301 Inquiry and Composition in Liberal Studies (3)*

History/Liberal Studies 302A Historical Dimension of Liberal Studies (3)

History/Liberal Studies 302B Historical Dimension of Liberal Studies (3)

Liberal Studies 303 Liberal Studies in the Humanities and Arts (3)

Liberal Studies 304 Liberal Studies in the Sciences (3)

Liberal Studies 305 Liberal Studies in the Social Sciences (3)

Liberal Studies/Philosophy 401 Knowledge in the Arts and Sciences (3)

One of the following Senior Seminars:

Liberal Studies 485 Senior Seminar in Cultural Diversity (3)

Liberal Studies 486 Senior Seminar in Humanities and Arts (3)

Liberal Studies 487 Senior Seminar in Evolution and Creation (3)

Liberal Studies 488 Senior Seminar in Environmental Studies (3)

Liberal Studies 489 Senior Seminar in Gender Issues (3)

Liberal Studies 490 Senior Seminar in Great Books (3)

Liberal Studies 491 Senior Seminar in Literature and Science (3)

Sequence of Core Courses

Because the core curriculum is designed as an integrated whole and builds upon the student's general education, there is an order in which these courses need to be taken and there are certain prerequisites for them. Introduction to Liberal Studies (Liberal Studies 290) and the Historical Dimension of Liberal Studies come first. The only prerequisite

for Introduction to Liberal Studies is the completion of General Education category I. History or Liberal Studies 302A requires completion of General Education category II.A, but transfer students who have not had a course in western civilization or world history will be able to take History 110A (110B) and 302A (302B) concurrently. History or Liberal Studies 302A is a prerequisite for History or Liberal Studies 302B.

History or Liberal Studies 302B is a prerequisite for Liberal Studies 303, 304, and 305 because Liberal Studies in the Humanities and Arts, Liberal Studies in Science, and Liberal Studies in the Social Sciences pick up the historical developments where History or Liberal Studies 302B leaves off. Since the courses in these three areas also integrate what the student has learned from general education, completion of General Education category III.B.1&2 (including Music 101 or an equivalent course or background in basic music theory) is required for Liberal Studies 303; completion of General Education category III.A.1&2 is required for Liberal Studies 304; and completion of III.C.1 is required for Liberal Studies 305.

Knowledge in the Arts and Sciences and the Senior Seminar come last. Liberal Studies 401 or Philosophy 401 require the completion of Liberal Studies 304 and either Liberal Studies 303 or Liberal Studies 305. The Senior Seminar requires senior standing, the completion of 90 units of college work. Some of the senior seminars have additional prerequisites. Students may take whichever senior seminar they prefer.

Elementary Education Plan (24 units)

The Elementary Education Plan, which is designed for students seeking an elementary or multiple subjects teaching credential, provides academic preparation in many of the subject areas taught in the elementary school.

English 303 The Structure of Modern English (3)**

One of the following**

English 110 Literature of the Western World from Ancient through Medieval Times (3)

English 111 Literature of the Western World from the Renaissance through the 19th Century (3)

Comparative Literature 324 World Literature to 1650 (3)*

Comparative Literature 325 World Literature from 1650 (3)*

English 341 Children's Literature (3)*

OR Theatre 311 Oral Interpretation of Children's Literature (3)*

Mathematics 303A,B Fundamental Concepts of Elementary Mathematics (3,3)**

Science Ed 410 Physical Science Concepts (3)

OR Science Ed 453 Life Science Concepts (3)**

One of the following courses in Cultural Diversity in the Social Sciences*: Afro-Ethnic 304, 310, 311; American Studies 301, 450; Anthropology 350, Chicano 305, 331; Asian American Studies 300, 340, 342; Sociology 357, Speech Comm 320; Geography 332.

One of the following courses in Visual and Performing Arts: Art 380, Dance 471, Music 333, 433, Theatre 402A.

^{*}Fulfills the course requirement of the university upper-division baccalaureate writing requirement for Liberal Studies majors.

^{*}These courses will also count toward meeting the upper-division requirement for general education.

^{**}In exceptional cases substitutes may be made with the approval of the department chair.

Thematic Plan (24 units)

The Thematic Plan is designed for students who have broad interests that expand beyond the confines of a single department. For these students, the ability to construct their own area of interdisciplinary study by taking advanced course work in several disciplines may be more beneficial than restricting their study to one of the various majors offered by the university. The Thematic Plan does not duplicate any existing major, and does not consist of a random collection of courses.

It is a well-thought-out, highly individualized group of courses that, even though they come from various departments, have a common subject, focus, or interest.

Thematic Plan students may center their course work on an academic interest or may select courses that prepare them for later professional training or for specific careers.

The Personalized Coordinated Program (21 units)

Students are allowed to select, in consultation with a liberal studies adviser, 21 units of upper-division course work from various departments for the purpose of pursuing an interdisciplinary problem, theme, or issue.



To ensure breadth of knowledge, students are allowed to take (a) no more than 9 units from a single department and (b) no more than 15 units from a single area of knowledge (humanities and arts, science, social sciences). Students should have their study plan approved by a liberal studies adviser prior to taking course work

The Senior Project (3 units)

To aid Thematic
Plan students in inte-

grating and synthesizing the knowledge from the specially selected courses in their personalized coordinated program, they will be required to complete a senior project (such as a thesis or a creative work) by enrolling in three units of independent study (499) under a professor of their own choosing. Since that professor will be responsible for evaluating the project, students sign up for independent study in that professor's department. Before asking a professor to direct their project, students should see a liberal studies adviser for help in preparing a project proposal. Once the professor who has agreed to direct the project has signed the project proposal form, a liberal studies adviser must also sign the proposal form, indicating that the project is relevant to the personalized coordinated program.

LIBERAL STUDIES COURSES

Courses are designated as LBST in the class schedule.

300 Introduction to Liberal Studies (3) (Formerly 290)

Prequisite: completion of General Education Category I. Focusing on the natural world as theme, introductory exploration of values and modes of inquiry and expression in the arts and humanities, natural and social sciences.

301 Inquiry and Composition in Liberal Studies (3)

Prerequisite: Liberal Studies 300. Exploration of selected thematic interconnections between the arts and humanities, sciences and social sciences through reading, discussion and composition, Satisfies the upper division writing course requirement for majors in Liberal Studies.

302A Historical Dimension of Liberal Studies (3)

(Same as History 302A)

302B Historical Dimension of Liberal Studies (3)

(Same as History 302B)

303 Liberal Studies in the Humanities and Arts (3)

Prerequisites: Music 101 or equivalent, History 302B, and completion of General Education category III.B.2. An interdisciplinary approach to the humanities and arts which examines their purposes, structures and major developments in this century.

304 Liberal Studies in the Sciences (3)

Prerequisites: History 302B and completion of General Education category III.A.1. and 2. An interdisciplinary introduction to the character and aims of 20th century science, current theories and knowledge, and the role of science and technology in contemporary society.

305 Liberal Studies in the Social Sciences (3)

Prerequisites: History 302B and completion of General Education category III.C.1. An interdisciplinary introduction to modern social science in which major thinkers, ideas, movements and problems will be approached historically, comparatively and analytically.

401 Knowledge in the Arts and Sciences (3)

(Same as Philosophy 401)

485 Senior Seminar in Cultural Diversity (3)

Prerequisites: senior standing, Liberal Studies 305, and completion of General Education cultural diversity category. An intensive interdisciplinary study of the historical and cultural experiences of racial and ethnic groups in America. Emphasizes student-led discussions.

486 Senior Seminar in Humanities and Arts (3)

Prerequisites: senior standing and Liberal Studies 303. Intensive interdisciplinary study of selected topics in the humanities and arts. Integrates and builds upon previous classes in Liberal Studies and emphasizes student-led discussions.

487 Senior Seminar in Evolution and Creation (3)

Prerequisites: senior standing and History 302B. An interdisciplinary examination of the relationship between evolutionary biology and the theology of divine creation. Traces the development of both perspectives from the pre-Darwinian period to the modern era. Emphasizes critical reading of texts and student-led discussions.

488 Senior Seminar in Environmental Studies (3)

Prerequisites: senior standing and Liberal Studies 304 or 305. An interdisciplinary seminar involving the examination and analysis of environmental problems from the perspectives of the natural sciences and the social sciences. Students participate in class discussions and write papers on environmental topics.

489 Senior Seminar in Gender Issues (3)

Prerequisites: senior standing and Liberal Studies 305. Intensive interdisciplinary study of gender issues in the modern period. Emphasizes student-led discussions.

490 Senior Seminar in Great Books (3)

Prerequisites: senior standing and History 302A,B. Intensive study of important books from early civilization to the present. Develops critical reading of texts, clear expression of ideas and integration of knowledge. Emphasizes student-led discussions.

491 Senior Seminar in Literature and Sciences (3)

Prerequisites: senior standing and Liberal Studies/History 302B. An interdisciplinary examination of the relationships between literary and scientific communities, and of literature as a forum for the critique, appraisal, and assessment of science in culture.

499 Independent Study (3)

Prerequisites: consent of instructor and approval by Liberal Studies department chair. Individually supervised studies and/or projects. May be repeated once for credit.

INTRODUCTION

Linguistics is the study of language. Like other rapidly developing fields, linguistics resists simple classification into one of the traditional categories of academic disciplines. As one of the humanities, linguistics is concerned with the historical development of a particular language or language family. As a social science, linguistics may be related to anthropology in describing language as part of culture; or it may be related to psychology in describing phonetics; it may even be considered a natural science, related to the physical science of acoustics and the biological sciences of anatomy and physiology. As an applied science, linguistics has found many applications in fields as far apart as language pedagogy, speech therapy, and computer programming. Finally, linguistics may be considered a formal science in its own right, related to mathematics and logic.

The interdisciplinary aspects of linguistic study are reflected in the organization of the program which offers a core of general linguistics courses and draws upon linguistically related courses in other departments.

Graduates use the major in linguistics for a liberal arts base in language-related fields. With advanced work, they enter teaching, language research, translation, and linguistic field work, as well as such professional fields as law or teaching English as a second language.

The Bachelor of Arts is for students with an exceptional interest in and aptitude for the study of language. The essential relationships between language and thought and language and culture, the structure of foreign languages as well as English, the historical study of language, and formal techniques and methodologies are the theoretical foundations of linguistic analysis.

The M.A. in Linguistics builds upon a foundation of undergraduate study in linguistics and allied areas, such as foreign languages, English language, anthropology, speech communication and related areas in psychology and philosophy. The program emphasizes strong preparation in general linguistics and offers the opportunity to specialize in one of several areas.

The relationship between linguistics and other disciplines and the application of its techniques, findings and insights to such activities as language teaching are treated in interdisciplinary courses and seminars.

Student Awards

Each year the program honors an outstanding undergraduate student with the Award for Excellence in Undergraduate Linguistics. The Patricia Bruner Memorial Award is awarded annually to a student in the M.A. program in recognition of a distinguished graduate project selected for publication in the program's Seminar Paper Series.

BACHELOR OF ARTS IN LINGUISTICS

The B.A. in Linguistics requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

Language Requirement

Linguistics majors are required to take two progressive semesters of any two languages or four progressive semesters of any one language.

Core Requirements (15 units)

Linguistics 351 Introduction to Linguistic Phonetics and Phonology (3)

Linguistics 406 Descriptive Linguistics (3)

Linguistics 408 Syntax (3)

PROGRAM COORDINATOR

Franz Müller-Gotama

PROGRAM OFFICE

University Hall 323

LABORATORY FOR PHONETIC RESEARCH

University Hall 417

DEPARTMENT WEBSITE

http://hss.fullerton.edu/linguistics

PROGRAMS OFFERED

Bachelor of Arts in Linguistics

Minor in Linguistics

Master of Arts in Linguistics

FACULTY

Juan Carlos Gallego (Foreign Languages),
Angela Della Volpe (English), Janet Eyring
(Foreign Languages), Ronald Harmon
(Foreign Languages), Alan Kaye (English),
Kurt P. Kitselman (Speech Communication),
Thomas P. Klammer (English), Edith C. Li
(Speech Communication), Keiji Matsumoto
(Foreign Languages), Franz Müller Gotama
(English), James Santucci (Religious Studies),
William R. Smith (Psychology), Setsue Shibata
(Foreign Languages), Arden Thorum (Speech
Communication), Richard Lee Wiseman
(Speech Communication)

ADVISERS

Undergraduate: Franz Müllers-Gotama Graduate: Alan Kaye Linguistics 412 Sociolinguistics (3)

Linguistics 430 Historical Linguistics (3)

Electives (18 units)

Two must be from linguistics upper-division courses other than those listed as required above; and four may be selected from linguistics upper-division courses or from the courses listed below:

Child Development 312 Human Growth and Development (3)

English 303 The Structure of Modern English (3)

English 440 History of the English Language (3)

Foreign Languages, any upper-division course (3)

Philosophy 368 First Course in Symbolic Logic (3)

Psychology 415 Cognitive Processes (3)

Students must consult with an adviser in linguistics before establishing their individual programs of study. Other courses in the university may be taken as electives with the permission of the adviser.

MINOR IN LINGUISTICS

The minor in linguistics provides a solid introduction to the scientific study of language for students in a related major field. Students are required to take: Linguistics 106, Linguistics 351 and Linguistics 406. In addition, 12 units in elective courses selected with the approval of the undergraduate adviser are required. It is thus possible to tailor the minor to individual needs in rounding out a course of study in the student's major area of specialization.

LABORATORY OF PHONETIC RESEARCH

The Laboratory houses the program's sound spectrograph, recording equipment, and an extensive collection of tape recordings of lesser known languages and dialects. It is also the editorial home of the California Linguistic Notes.

MASTER OF ARTS IN LINGUISTICS

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

Requirements include a bachelors degree from an accredited institution and a minimum GPA of 2.50 in the last 60 semester units attempted.

Graduate Standing: Classified

Classified graduate standing requires a bachelor's degree in Linguistics or a related field from an accredited institution with at least 3.0 grade-point average in the major courses provided that a minimum of 24 units of upper-division course work is included.

If the student holds a bachelor's degree in a major other than Linguistics, 24 units of upper-division course work in Linguistics with a minimum of 3.0 grade-point average must have been completed. Included among the 24 units of course work must be the following courses or their equivalents:

Linguistics 351 Introduction to Linguistic Phonetics and Phonology (3)

Linguistics 406 Descriptive Linguistics (3)

Linguistics 408 Syntax (3)

Linguistics 412 Sociolinguistics (3)

Linguistics 430 Historical Linguistics (3)

A student who has not completed one or more of the preceding four courses may enroll in the required course(s) concurrently with graduate course work in the program.

If the student lacks the prerequisite number of Linguistics courses, they must be made up before commencing the master's degree program, with at least a 3.0 GPA in such makeup course work. In the event that the student's GPA in prerequisite Linguistics courses is less than 3.0, six to nine units of probationary, adviser-approved course work may be assigned. If the GPA in these probationary courses is 3.0 or better, the student may be classified. Some courses taken to make up qualitative deficiencies may be credited toward the M.A., if completed with a grade of B or better, and if applicable to the student's particular study plan. Courses taken to remove quantitative deficiencies may not be applied to the M.A. program.

Knowledge of one foreign language is required (equivalent of Foreign Languages 317 course). Students without course work in a foreign language may demonstrate proficiency by a score of average or better on the MLA-ETS Proficiency Examination for Advanced Students. Work toward fulfillment of this requirement may be taken concurrently with graduate work in linguistics.

Modifications of certain prerequisite requirements may be permitted in exceptional circumstances.

A study plan must be developed and approved for admission to classified graduate standing.

M.A. STUDY PLAN REQUIREMENTS

Descriptive and Historical Linguistics (15 units)

Linguistics 501 Research Methods and Bibliography (3)

Linguistics 505 Phonological Analysis (3)

Linguistics 507 Grammatical Analysis (3)

Linguistics 508 Theories of Syntax (3)

Linguistics 530 Graduate Seminar: Historical Linguistics (3)

Specialized Electives (9 units)

Course work selected from any one of the following six areas of specialization, including other courses in the university with the approval of the adviser:

Applied Linguistics

English 303 Structure of Modern English (3)

FL Ed 468 Language Transfer and TESOL (3)

FL Ed 509 Advanced Principles of TESOL: Listening/Speaking (3)

FL Ed 510 Advanced Principles of TESOL: Reading and Writing (3)

FL Ed 515 Pedagogical Grammar in TESOL (3)

FL Ed 527 Second Language Acquisition (3)

FL Ed 560 Second Language Assessment (3)

French 466 Introduction to French Linguistics (3)

French 599 Independent Graduate Research (1-3)

German 466 Introduction to German Linguistics (3)

German 599 Independent Graduate Research (1-3)

Linguistics 305 The English Language in America (3)

Linguistics 307 Speech/Language Development (3)

Linguistics 416 Anthropological Linguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

Spanish 466 Introduction to Spanish Linguistics (3)

Spanish 467 Dialectology: Current Trends in Modern Spanish (3)

Spanish 468 Spanish-English Contrastive Analysis (3)

Spanish 599 Independent Graduate Research (1-3)



Anthropological Linguistics

Anthro 599 Independent Graduate Research

FL Ed 468 Language Transfer and TESOL

Linguistics 416 Anthropological Linguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

Analysis of Specific Language Structures FL Ed 468 TESOL

Contrastive Analysis

French 466 Introduction to French Linguistics (3)

German 466 Introduction to German Linguistics (3)

Japanese 466 Introduction to Japanese Linguistics (3)

Spanish 466 Introduction to Spanish Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

French 500 Graduate Seminar: Advanced Structure and Style (3)

German 500 Graduate Seminar: Advanced Structure and Style (3)

Spanish 500 Graduate Seminar: Advanced Structure and Style (3)

French 530 Graduate Seminar: Historical Linguistics (3)

German 530 Graduate Seminar: Historical Linguistics (3)

Spanish 530 Graduate Seminar: Historical Linguistics (3)

English 599 Independent Graduate Research (1-3)

Spanish 599 Independent Graduate Research (1-3)

French 599 Independent Graduate Research (1-3)

German 599 Independent Graduate Research (1-3)

Linguistics 599 Independent Graduate Research (1-3)

Communication and Semantics

Anthro 599 Independent Graduate Research (1-3)

Linguistics 416 Anthropological Linguistics (3)

Linguistics 417 Psycholinguistics (3)

Linguistics 442 Changing Words: History, Semantics and Translation (3)

Linguistics 599 Independent Graduate Research (1-3)

Speech Comm 599 Independent Graduate Research (1-3)

Disorders of Communication

Linguistics 307 Speech/Language Development (3)

Linguistics 369 Language, Sex Roles, and the Brain (3)

Linguistics 417 Psycholinguistics (3)

Linguistics 599 Independent Graduate Research (1-3)

Speech Comm 461 Audiology and Audiometry (3)

Speech Comm 472 Voice and Craniofacial Disorders (3)

Speech Comm 475 Fluency Disorders (3)

Speech Comm 599 Independent Graduate Research (1-3)

Linguistics or a Related Field Elective (3 units)

Linguistics 597 Project (3 units)

A minimum of 15 units in 500-level courses is required. Satisfactory completion of a written comprehensive examination is required at the conclusion of the program. The examination may be repeated only once. A reading list for the examination and specifications for the project are available in the program office.

For further information, consult the graduate adviser.

LINGUISTICS COURSES

Courses are designated as LING in the class schedule.

105 Language, Culture, And Thought (3)

(Same as Anthropology 105)

106 Language and Linguistics (3)

The nature of language, its origin and development; language in culture, the structure of language and its systems of writing and transcription, and its application to other areas of humanistic and scientific knowledge.

108 Linguistics and Minority Dialects (3)

The sounds, meanings and vocabulary of Afro-American, Chicano, and other English dialects and their historical origin. (Same as Chicano Studies 108 and Afro-Ethnic Studies 108)

301 Sanskrit (3)

An introduction to the devanagari script as well as the phonology, morphology and syntax of the Sanskrit language. A reading knowledge of Sanskrit will be the main goal of the course. (Same as Comparative Religion 301)

305 The English Language in America (3)

(Same as English 305)

307 Speech/Language Development (3)

(Same as Speech Comm 307)

351 Introduction to Linguistic Phonetics and Phonology (3)

The nature and structure of sound systems in language. A thorough investigation of the International Phonetic Alphabet as applied to many different languages including English. Language Acquisition (L1) and Language Learning (L2); analytic methods and techniques.

360 Nonverbal Communication (3)

Prerequisite: Linguistics 106 or Speech Comm 100. The physical actions, gestures and changes in the physiognomy that occur together with language and paralanguage in human communication; substitutions for language and modifications of it in varying cultures. (Same as Speech Comm 360)

369 Language, Sex Roles, and the Brain (3)

Examines how gender socialization is reflected in the structure and use of language and whether gender differences in language are biologically based or a consequence of sex roles.

406 Descriptive Linguistics (3)

A study of the sounds (phonology), forms and meanings (morphology), and syntax of languages. Examples and problem-solving in various languages will be emphasized. (Same as Anthropology 406)

408 Syntax (3)

Prerequisite: one of the following: Linguistics 106, 406, or English 303. The study of sentence structure in human language. Practice in syntactic analysis in a variety of languages.

412 Sociolinguistics (3)

Prerequisite: Linguistics 406 or equivalent. Social dialects in relation to the surrounding communities. Social stratification, acculturation, language maintenance, standardization, language planning and language change. Not available for graduate degree credit.

416 Anthropological Linguistics (3)

(Same as Anthro 416)

417 Psycholinguistics (3)

(Same as Psychology 417)

430 Historical Linguistics (3)

Prerequisite: Linguistics 406 or its equivalent. The comparative method in diachronic linguistic methodology and theory, graphemics, glottochronology, language families, dialect geography and internal reconstruction. Fulfills the course requirement of the university upper division baccalaureate writing requirement for linguistics majors.

442 Changing Words: History, Semantics, and Translation (3)

Prerequisite: Linguistics 351 or 430. Study of Etymology, related problems of Lexicography and translation. Recent developments in theory of semantic change as related to cultural shifts. Emphasis on words, collocations, idioms. (Same as English 442)

492 Linguistic Fieldwork (3)

Prerequisite: Linguistics 351 or 406. Methodology and practice of linguistic analysis and language description as practiced in the field.

Data collection and processing of a non-Indo-European linguistic structure using native informants. May be repeated for credit.

499 Independent Study (1-3)

Supervised projects with consent of program coordinator. Topic varies with the student. May be repeated for credit.

501 Research Methods and Bibliography (3)

Prerequisites: graduate standing and Linguistics 406, or equivalent. Principal books, periodicals and collections in general linguistics, specific languages and related fields; techniques of preparing research papers and field reports in linguistics. Must be taken prior to Linguistics 597.

505 Phonological Analysis (3)

Prerequisites: Linguistics 351 and 406. Phonological systems that occur in languages; emphasis on terminology used to describe changes in the system and processes affecting it; problem solving of selected language data.

507 Grammatical Analysis (3)

Prerequisite: Linguistics 406. Word formation in a variety of languages with emphasis on the terminology used to describe morphological representation on various levels; problem solving of selected language data. (Same as Anthro 507)

508 Theories of Syntax (3)

Prerequisite: Linguistics 408 or equivalent. Contemporary theories of grammar, such as transformational-generative, with emphasis on theoretical problems in the analysis of language structure.

509 Advanced TESOL-Listening/Speaking Focus (Formerly 443A) (3)

(Same as FL-Ed 509)

510 Advanced TESOL-Reading/Writing Focus (Formerly 443B) (3)

(Same as FL-Ed 443B)

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: Linguistics 430 or its equivalent. The history of language, including principles and techniques for the historical study and classification of individual languages and language families, writing systems, lexicostatistical methods and linguistic geography.

597 Project (3)

Prerequisite: Linguistics 501. Preparation and completion of an approved project

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of program coordinator. May be repeated for credit.

INTRODUCTION

Managers are needed in a wide variety of different types of organizations – business and non-business, large and small, foreign and domestic. In all of these organizations, managers need technical, human and conceptual skills to help achieve organizational goals.

Management courses are designed to teach the fundamental principles underlying organizations, to emphasize education which will improve students' thought processes, to provide familiarity with the analytical tools of management, and to develop in the student an ability to use the techniques involved in analyzing and evaluating managerial problems and making sound decisions.

Students may pursue a wide variety of academic and career interests through four different emphases. These emphases include: (1) entrepreneurial management, (2) general management, (3) organization behavior/human resources management, and (4) operations management.

Adviser

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements; registration and grading procedures; residence and similar academic matters. In addition, the Management Department provides advising on career opportunities within the Management and Entrepreneurship Concentrations:

Entrepreneurship General Management Organization Behavior/Human Resources Operations Management Graduate Program

Michael Ames Farouk Abdelwahed Elliot Kushell Seungwook Park Gus Manoochehri

Credential Information

For students interested in a teaching credential, the Management Department offers courses which may be included in the Subject Matter Preparation and Supplementary Authorization Programs for secondary teaching.

Further information on the requirements for teaching credentials is found in the Teaching Credential Programs section of this catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education (714-278.3411).

Awards in Management

The Gus Berger Award/Operations Management
The H. Peter Guertin/APICS Orange County Chapter Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan."

MASTER OF BUSINESS ADMINISTRATION

See "Business Administration, MBA Specialist Plan."

DEPARTMENT CHAIR

Gus Manoochehri

DEPARTMENT OFFICE

Langsdorf Hall 640

DEPARTMENT WEBSITE

http://business.fullerton.edu/management

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Entrepreneurship

Concentration in Management

Master of Business Administration

Concentration in Entrepreneurship

Concentration in Management

FACULTY

Farouk Abdelwahed, Michael Ames,
Thomas Apke, Mei Liang Bickner, Peng
Chan, Ellen Dumond, Treena Gillespie,
Gamini Gunawardane, Thomas Johnson,
Jina Kang, Reza Karim, Brian Kleiner, Elliot
Kushell, Brian Lee, Gus Manoochehri,
Thomas Mayes, James Nour, Tai Oh,
Seungwook Park, Richard Parry, Goli Sadri,
Sharon Segrest, Charles Smith, Hamid
Tavakolian, Gustavo Vargas

MANAGEMENT COURSES

Courses are designated as MGMT in the class schedule.

246 Business and Its Legal Environment (3)

Examines laws and regulations affecting the business environment and managerial decisions including the legal system and methods of dispute resolution. Topics include torts, crimes, contracts, product liability, business organization, employment, antitrust, environmental protection; incorporates ethical considerations and international perspectives. Uses case studies.

339 Principles of Management and Operations (3)

Prerequisites: all lower-division business core courses and Business Admin 301. Corequisite: Info Sys/ Decision Sci 361A. Administrative processes in utility-creating business operations: decision-making; planning; controlling; supporting business information systems; measuring and improving effectiveness; production processes, production operations and institutions in American and worldwide business. Uses the Production Lab

340 Organizational Behavior (3)

Prerequisites: General Education in Social Sciences. Corequisites: Business Admin 301 and Info Sys/Decision Sci 361A. Social and cultural environments of business. Business ethics. Communication, leadership, motivation, perception, personality development, group dynamics and group growth. Human behavior and organizational design and management practice in American and world wide business.

343 Human Resource Management (3)

Prerequisites: Business Admin 301 and Management 340 or equivalent. A survey of the Human Resource Management function in organizations. Topics include the following: Selection, Recruiting, Training, Compensation and Performance Appraisal.

346 International Law for Business (3)

Prerequisite: Management 246 or equivalent. Study of the international legal environment in which firms operate. Case studies in the areas of treaties and laws, EU, NAFTA, international contracts, regulation of imports, exports and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

348 Commercial Law (3)

Prerequisite: Management 246 or equivalent. The philosophy, institutions and role of law and ethical considerations in commercial transactions. Case studies in sales, storage and shipment of goods, commercial paper, debtor and creditor rights and remedies, bankruptcy, secured transactions and suretyship.

349 Law for Small Business (3)

Prerequisites: Business Admin 301 and Management 246. The philosophy, institutions, and role of law and their practical applications in the areas of interest to the small business person. Product liability, consumer rights, worker's compensation and other topics.

350 International Management (3)

Prerequisite: Management 339 or Management 340. A survey course on business activities of firms across national boundaries. It includes sociocultural patterns, global logistics and sourcing, foreign investment and banking, technology transfer, and macroeconomic and regulatory environments. World regions and economic blocks are incorporated in the analysis.

421 Operations Systems Design (3)

Prerequisite: Info Sys/Decision Sci 361A. Managerial problems associated with designing an operations system, including product and process design, facilities planning, capacity choice, job design, automation, quality management and maintenance.

422 Production and Inventory Control (3)

Prerequisite: Info Sys/Decision Sci 361A. Planning and controlling of production activities and inventory levels. Identification of key problem areas. Presentation of applicable techniques and systems, and organizational and managerial concepts. Utilization of computer decision models.

425 Productivity and Quality Management (3)

Prerequisites: Management 339 and Info Sys/Decision Sci 361A or equivalent. Definition, discussion and measurement of productivity and quality and their strategic role. Development of a comprehensive approach to managing and improving productivity and quality, including strategic, organizational, operational and technological aspects. Case studies on productivity and quality in service and manufacturing operations.

430 Integrated Supply Chain Management (3)

Prerequisites: Management 339 (or equivalent) and Marketing 351 or consent of instructor. Study of managing the productive flow of materials throughout an organization from the acquisition of materials, capital, and services to the delivery of finished products and services to the final customer. Emphasis is placed on the development of strategies to synthesize the individual processes into a cohesive system.

432 Staffing (3)

Prerequisite: Management 343 or equivalents. This course examines the theories and techniques related to employee staffing. Topics include the following: planning, legal issues, job analysis, measurement, internal and external recruitment and selection, and decision-making.

433 Current Issues in Human Resource Management (3)

Prerequisite: Management 343. Contemporary concepts and procedures in compensation and staffing. Current topics and controversial issues of critical importance to human resource management will be covered.

434 Compensation (3)

Prerequisite: Managemment 343 or equivalent. This course focuses on the development of equitable compensation and benefit programs in order to retain a productive workforce. Topics include the following: job analysis and evaluation, pay structures, salary survey, individual compensation, incentive systems, and benefits.

435 Service Organizations and Operations (3)

Prerequisite: Management 339. Analysis and applications of general management and operations management concepts to service organizations, and interactions among various functional areas. Case analyses of banks, airlines, health care, food service and others. Includes field trips and use of computer labs and models.

440 Emerging Issues in Management (3)

Prerequisites: Management 339 and 340 or consent of instructor. For upper-division and graduate students. Business and management in America. The interrelationships of technological, economic, political and social forces with the business enterprises and their ethical obligations to owners, employees, consumers and society at large. Open to nonbusiness majors.

441 Labor-Management Relations (3)

Prerequisite: Management 340. Impact of labor-management relations upon labor, management, and the public. Proper grievance procedure, collective bargaining and settlement of disputes.

443 Team Leadership Skills (3)

Prerequisites: Management 339 and 340 or equivalent. Managerial skills in group dynamics as they relate to team performance. Cultural diversity including value differences and perception. Leadership: problem solving, idea generation, communications and conflict management. Organization change and designs that enhance team effectiveness.



444 Project Management (3)

Prerequisites:
Management and
Information Systems
core and other 300level management
courses in student's
concentration.
Technology for managing business and
other enterprises as
cybernetic systems.
The design and
control of systems
appropriate for
product, project and

program levels of analysis. (2 hours lecture, 2 hours activity) Uses Production Lab.

445 Employment Law (3) (Formerly 347)

Prerequisites: Management 246 or consent of instructor. Corequisite: Management 343. The study of legal and ethical issues of the employment relationships and environment. Case studies in the area of agency, independent contractors, responsibilities of managing offers, the hiring process, discrimination, wages, hours and benefits, termination, OSHA, workers compensation and other regulations affecting employment. International implications of employment will also be discussed.

446 Entertainment Business Law (3)

Prerequisite: Management 246 or consent of instructor. Study of the legal/business issues of the Entertainment Industry. Topics include: Copyright, trademark, publicity and privacy right, artistic credit, defamation, entertainment contracts, creator control, moral rights, entertainment guilds, business and legal representation of artists, performing rights societies and government regulation.

447 Internet Legal Issues (3)

Prerequisites: Management 246; junior, senior or graduate standing in Business Administration; or consent of instructor. Study of the legal and ethical issues relating to the internet and information technology. Case studies in the areas of intellectual property, e-commerce, on-line contracting, taxation, securities, privacy, obscenity, defamation, information security, network crimes, and global issues.

449 Seminar in Strategic Management (3)

Prerequisites: Business Admin 301, all other College of Business and Economics core courses and departmental approval. Integrative cases from top management viewpoint. Administrative processes, ethical-legal-economic implications of business decisions, international applications; organization theory and policy formulation. Individual and team efforts.

455 Comparative Management - U.S. and East Asia (3) (Formerly 355) (C.4) white Implies

Prerequisite: Management 339 or Management 340. Cross-cultural analysis of managerial characteristics and behavior between the United States and East Asia (Japan, South Korea, Hong Kong, Singapore, Taiwan). Focuses on the shared post-Confucian cultural values and environmental constraints which influence East Asia's management practices. Not available for graduate degree credit.

461 Entrepreneurial Management (3)

Prerequisites: Accounting 201B and Management 339 for CBE students. Accounting 201A and BAE 301 for non-CBE students. How to plan organize and control new ventures. Emphasis on setting up business level strategy and corresponding systems to improve venture performance. Casework, research and fieldwork with selected local businesses.

464 Entrepreneurial Leadership (3)

Prerequisite: Management 340 for CBE students. Coverage of leadership roles, organizational development and human resource management of new ventures. Emphasis on setting up systems to improve venture performance that comply with related laws and regulations. Casework, research and fieldwork with selected local businesses.

465A New Venture Creation and Funding (3)

Prerequisites: Management 461, Marketing 462, Accounting 463, Management 464 or consent of instructor. How to develop product and service concepts for new ventures, test the concepts, set business strategy, design operating systems, and develop financial forecasts, while complying to related laws and regulations. Venture teams will prepare business plans and make funding presentations.

465B New Venture Launch (3)

Prerequisite: Management 465A. Venture teams will launch new ventures. The new ventures may be start up businesses or new profit centers within existing businesses. Final report and oral presentation on venture results.

480 Global Strategic Management (3)

Prerequisites: Business Admin 301, completion of all other International Business core courses and departmental approval. This course deals primarily with the conceptualization, formulation, and implementation of successful global business strategies. Other topics include managing cultural differences, strategic alliances, and strategies for the Pacific Rim and Europe.

495 Internship (1-3)

Prerequisites: six units of upper-division management courses including Management 339; concentration in management or international business; consent of department internship adviser; at least junior standing, 2.5 GPA and one semester in residence at the university. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: senior standing and approval by the Department Chair. Open to qualified students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

515 Management of Information in the Corporate Environment (3)

Prerequisite: classified CBE status. Review and application of management information systems in business. System planning, system design and analysis, use of files, decision support systems, expert systems, and implementation of management information systems.

516 Organizational Theory and Management of Operations (3)

Prerequisites: classified CBE status, Information Systems/Decision Sciences 514 (may be taken concurrently), Accounting 510, Economics 515. Modern organization theory and application in utility-creating operations. Interpersonal behavior, planning, control, organizing, directing, communication, production and information systems, and measures of effectiveness. International applications. Business ethics and relationships to society and politics. Graduate discussion and research reports.

518 Legal Environment of Business (3)

Prerequisite: classified CBE status. Law applicable to business institutions and inherent in business decisions with consideration of the ethical, social and political influences as they affect business organizations and operations both here and abroad; nature and sources of law, the judicial system and case studies in areas of enforceable agreements, products liability, employment, business organizations and trade regulation.

520 International Legal Environment of Business (3)

Prerequisite: classified CBE status. Study of the international legal environment in which firms operate. Case studies in the areas of treaties and laws. World Trade Organization, EU, NAFTA, international contracts, dispute resolutions, regulation of imports, export and competition, government policies, enforcement of property rights and issues involving ethical responsibilities.

524 Seminar in Organizational Behavior and Administration (3)

Prerequisites: classified CBE status, Management 516 and 518 or equivalent. Human behavior in organizations, studies in organizational theories, and administrative action.

525 Team Leadership Skills (3)

Prerequisite: Management 524 or equivalent (with instructor's consent). Graduate seminar and workshop to develop hands-on leadership skills to manage high-performance work teams. Topics include methods for self-awareness, making oral presentations, interviewing, stress management, supportive communication, problem solving, influencing and motivating others, managing conflict, empowering, delegating, and team building.

535 Production/Operations Management (3)

Prerequisites: Management 516 and Info Sys/Decision Sci 514. An indepth study of selected POM topics. Discussions of the operations function role and its importance, identification of the problem areas, and reviewing of the related concepts and techniques, including computer applications. Emphasizing the current POM topics of interest to top management.

539 Supply Chain Management: Making E-Business Happen (3)

Prerequisite: Management 516 or equivalent. This course briefly introduces the mechanics and impact of E-business and then focuses on the development of the E-supply chain, a key component of E-business. It discusses the strategic design of E-business and the supply chain, methods of integration throughout the supply chain, and the means by which to develop differentiation of competitive advantage through the supply chain. Articles and cases from both services and manufacturing will be used.

540 New Venture Leadership and Management (3)

Prerequisite: Management 516. Coverage of leadership roles, organizational development and human resource management, planning, and control issues for new ventures. Emphasis on setting up operations, and engaging human resources, to better serve customers and improve venture performance. Casework, research and fieldwork with selected local businesses.

542 Labor and Employment Relations Seminar (3)

Prerequisites: classified CBE status, Management 516 and 518. An exploration and review of traditional labor relations as well as the developing issues in employment relations involving non-union employees, with a special focus on the various ways of resolving both labor and employment disputes. The seminar will explore collective bargaining, bargaining by objectives, dispute resolution methods in both interest and rights disputes: arbitration, mediation, and fact-finding of both traditional labor disputes involving salaried and professional employees.

543 Seminar in Human Resource Management (3)

Prerequisites: classified CBE status, Management 516 and 518. Cases, problems and significant personnel administration literature in personnel administration and human relations.

547 Comparative Management (3)

Management practices and processes in five geographical areas; market-structures and management characteristics different from those in the United States. Constraints which vary between countries because of cultural, legal, economic and/or political differences.

581 Entrepreneurship and New Ventures (3)

Prerequisites: classified CBE status and all MBA foundation coursework except Business Admin 590. Advanced application of business administration techniques for the planning, financing, capitalization and operation of emerging, fast growth business. Casework, research and fieldwork with selected local businesses.

582 Organizational Development and Change (3)

(Same as Political Science 582)

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, consent of instructor, consent of the department chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.

INTRODUCTION

Marketing is a basic business function covering a wide range of activities. It includes studying markets, planning products, pricing them, promoting them, selling them, and then delivering these products to customers. People in wholesaling, retailing, advertising agencies, research firms and transportation companies are all working in the marketing area. Any firm which is reviewing its product policies needs marketers to identify the market, choose the products, find where they can be sold and decide on a price for them.

Credential Information

For students interested in a teaching credential, the Department of Marketing offers courses which may be included in the Subject Matter Preparation Program for secondary teaching.

Further information on the requirements for teaching credentials is found in the Teaching Programs section of the catalog and is also available from the Department of Secondary Education. Students interested in exploring careers in teaching at the elementary or secondary school levels should contact the Office of Admission to Teacher Education.

Scholarships and Awards in Marketing

The Michael T. Ashton Memorial Leadership Award
The Robert M. Olsen Outstanding Marketing Major Award
Honors Networking Program Outstanding Student Award
Anaheim/Orange County Visitor & Convention Bureau Scholarship
Enterprise Rent-A-Car Scholarship
Target Stores Scholarship

BACHELOR OF ARTS IN BUSINESS ADMINISTRATION

See "Business Administration, Marketing Concentration."

MASTER OF BUSINESS ADMINISTRATION DEGREE

See "Business Administration, Marketing Concentration."

MARKETING COURSES

Courses are designated as MKTG in the class schedule.

351 Principles of Marketing (3)

Prerequisite: Economics 202. Corequisites: Business Admin 301, Info Sys/Decision Sci 361A. Application of current theories and concepts in effectively marketing goods and services to define target customers from a domestic and global perspective. Includes market research, identifying target customers, developing product offers, branding, pricing, marketing communications, and distribution channels. Marketing is critically examined from the perspective of the consumer, economy, technology, legal/political issues, and ethical/social responsibility.

353 Marketing Information Technology (3)

Prerequisites: Business Admin 301, Info Sys/Decision Sci 361A. Corequisite: Marketing 351. Examines information sources, databases and tools applied by marketers to transform data into useful formats for the strategic decision-making process. Includes segmentation, target marketing and positioning, media selection, market share, break-even analysis, pricing, sales forecasting, and profit scenario analysis. Extensive use of Excel spreadsheets, the Internet, and other technology resources.

DEPARTMENT CHAIR

Irene Lange

DEPARTMENT OFFICE

University Hall 313

DEPARTMENT WEBSITE

http://business.fullerton.edu/marketing

PROGRAMS OFFERED

Bachelor of Arts in Business Administration

Concentration in Marketing

Master of Business Administration

Concentration in Marketing

FACULTY

Catherine Atwong, Tom Boyd, Neil Granitz, Scott Greene, Katrin Harich, Paul Hugstad, Mary Joyce, Robert Jones, Stephen Koernig, Chiranjeev Kohli, Irene Lange, Lance Leuthesser, Monica Perry, Robert Zimmer

ADVISERS

The Business Advising Center, Langsdorf Hall 731, provides information on admissions, curriculum and graduation requirements, registration and grading procedures, residence and similar academic matters. In addition, the Marketing Department provides advising on curriculum content and career opportunities.

370 Buyer Behavior (3)

Prerequisite: Business Admin 301. Corequisite: Marketing 351. Consumer buying patterns, motivation and search behavior. The consumer decision-making process. Inter-disciplinary concepts from economics, sociology, psychology, cultural anthropology and mass communications. Case analyses and research projects. Completion of the course must be with a grade of C or better; grade below C requires enrollment in the course the following semester.

379 Marketing Research Methods (3)

Prerequisites: Business Admin 301, Marketing 351 and Info Sys/Decision Sci 361A. Marketing research process. Problem formulation, identifying data sources, data collection, analysis techniques, preparing research reports. Application of these concepts to marketing research projects.

401 Professional Selling (3)

Prerequisite: Marketing 351. The steps of the sales cycle as an interpersonal influence process. Selling skills and techniques based on communication and buyer behavior concepts. Written sales projects and oral presentations are expected.

405 Integrating Marketing Communications (3)

Prerequisite: Marketing 351. Corequisites: Marketing 370 and 379. Examines advertising, public relations, and other marketing communication elements. Students learn to set communication objectives; build IMC budgets; develop, execute and evaluate creative strategies; build media plans; and develop press kits and releases.

415 Managing the Sales Force (3)

Prerequisite: Marketing 351. Sales manager's role in organizing and deploying a field sales force, developing effective sales training programs designing complete motivation and compensation plans, asserting strong leadership and evaluating sales people's performance. Relies heavily on case studies and group discussion.

425 Retail Marketing Strategy (3)

Prerequisite: Marketing 351. Evolution of retailing into a global, high technology industry; developing integrated marketing and financial strategies. Strategically positioning the retail offer to establish and maintain relationship with target customers. Examining evolving market conditions, buying behavior, retail venues, channel relationships, information, communication and decision support systems, and merchandise management.

430 Sports Marketing (3)

Prerequisite: Marketing 351 or consent of instructor. Develops understanding of Sports Marketing, its role in business and society. Develops understanding of different functional areas. Students develop the ability to apply theories and knowledge to solve problems faced by Sports Marketers.

445 International Marketing (3)

Prerequisites: Business Admin 301 and Marketing 351. Theories of international trade and role of marketing decisions across national boundaries and markets. Focuses on concepts and principles of marketing strategies in organizations from recognition of environmental differences, market assessments, entry alternatives, positions of global interdependence, marketing problems and critical implications. Integrative cases, individual and team efforts emphasized.

455 Strategic Internet Marketing (3)

Prerequisite: Marketing 351. Marketing of goods, services, and ideas on the Internet. Integrating e-commerce into a total marketing strategy for businesses ranging from entrepreneurial to multinational corporations. Includes history and emergence of e-commerce, utility of the Internet as a tool to increase effectiveness, efficacy, and competitiveness. Designing effective Web pages.

462 Marketing for Entrepreneurs (3)

Prerequisites: Accounting 201B and Marketing 351. Coverage of market analysis for new products and services, competitive analysis, alternatives for entering markets, associated costs, and launch feasibility. Casework, research, and fieldwork with selected local businesses.

465 Managing Services Marketing (3)

Prerequisite: Marketing 351. Unique marketing needs and challenges faced by service firms in an increasingly challenging global environment. Specific strategies for marketing services in a variety of industries including entertainment, tourism, hospitality, health care, and financial services. Also includes strategies used by manufacturing firms using service as a competitive strategy.

475 Export Marketing Strategies (3)

Prerequisite: Marketing 351. Export and import strategies, including international logistics. In-depth knowledge of the export and import process for both large companies and small international businesses. Understanding of logistics planning and choosing the best incoterms, the export process and the evaluation of alternative export strategies. Understanding import process including outsourcing and other government regulatory requirement and documentation.

489 Developing Marketing Strategies (3)

Prerequisites: Marketing 351, 353, 370, 379 and senior standing. Focuses on the development of marketing strategies in a wide variety of business situations, involving products as well as services, and domestic as well as international markets. Relies heavily on case analysis and group interaction.

495 Internship (3)

Prerequisites: six units of upper-division marketing courses, including Marketing 351, concentration in marketing or in international business, consent of department chair, at least junior standing, 2.5 GPA and one semester in residence at Cal State Fullerton. Planned and supervised work experience. May be repeated for credit up to a total of six units. Credit/No Credit only.

499 Independent Study (1-3)

Prerequisites: senior standing and approval by the Department Chair. Open to undergraduate students desiring to pursue directed independent inquiry. May be repeated for credit. Not open to students on academic probation.

519 Marketing Management (3)

Prerequisites: Accounting 510, Economics 515, Info Sys/Decision Sci 513, 514, Management 516, 518 (may be taken concurrently) and classified CBE status. Concepts, principles and techniques used in decision making for effective marketing of products, persons and services. Topics include market research, selecting target markets, product development, branding, pricing, promotion and distribution channels. The role of marketing within the context of society and the business firm, ethical/social responsibility of business, and international marketing.

525 Seminar in Marketing Problems (3)

Prerequisites: Marketing 519 and classified CBE status. Marketing decision making for developing effective, ethical and socially responsible strategies for promotion, distribution and pricing of products and service. Uses case analysis approach for domestic and international markets.



535 Marketing New Ventures (3)

Prerequisite:
Marketing 519.
Coverage of market
analysis for new products and service, competitive analysis,
alternatives for entering
markets, associated
costs, and launch

feasibility. Casework, research, and fieldwork with selected local businesses

555 E-Marketing Strategy (3)

Prerequisite: Marketing 519. Current theory and practice in the area of Internet marketing which presents new opportunities and challenges to traditional marketing approaches. Includes case analyses and development of an integrated marketing plan for an e-commerce business.

596 Contemporary Topics in Marketing (3)

Prerequisites: Marketing 519 or equivalent and classified CBE status. Topics in areas such as information strategy, business-to-business marketing, customer relationship marketing, services consulting, and others. May be repeated for credit.

599 Independent Graduate Research (1-3)

Prerequisites: classified CBE status, consent of instructor and approval by the Department Chair and Associate Dean. May be repeated for credit. Not open to students on academic probation.

DEPARTMENT CHAIR

James Friel

VICE CHAIR

Maijian Qian

DEPARTMENT OFFICE

McCarthy Hall 154

DEPARTMENT WEBSITE

http://math.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Mathematics
Pure Mathematics Concentration
Applied Mathematics Concentration
Probability and Statistics Concentration
Teaching Mathematics Concentration

Minor in Mathematics

Minor in Mathematics for Teacher Education

Master of Arts in Mathematics

Teaching Option

Applied Mathematics Option

Special Topics Program

Subject Matter Preparation Program for the Single Subject Credential

Emphasis in Middle School Mathematics

FACULTY

Alfonso Agnew, Scott Annin, George Arthur, Martin Bonsangue, Wan-Ying Chang, Michael Clapp, Cherlyn Converse, Steven Davis, Paul De Land, Harriet Edwards, James Friel, Charles Funkhouser, Gerald Gannon, William Gearhart, Stephen Goode, Theodore Hromadka, Mortaza Jamshidian, Vuryl Klassen, Vyron Klassen, Charles H. Lee, Kathy Lewis, Gerald Marley, Armando Martinez-Cruz, John Mathews, Karen Messer, David Pagni, John Pierce, Maijian Qian, Nashat Saweris, Harris Shultz, Ernie Solheid, Bogdan Suceava, Lawrence Weill, Yun-Cheng Zee

INTRODUCTION

The Department of Mathematics offers a standard undergraduate major program in mathematics with concentrations in pure mathematics, applied mathematics, probability and statistics, and teaching mathematics. Courses are provided to satisfy the needs of:

- Students planning graduate study in mathematics;
- Students planning to use mathematics in a career in business, industry or government;
- Students planning to teach at the elementary or secondary level;
- Students majoring in a discipline using mathematics as a descriptive or analytic tool.

All major programs are designed to give sufficient breadth and depth in the study of mathematics to prepare students for subsequent graduate study in mathematics or related areas.

The pure mathematics concentration is deigned for students planning on graduate study. The applied and the probability and statistics concentrations provide the mathematics needed for certain careers in industry and government. For students interested in teaching in elementary or secondary schools, the teaching concentration may be combined with programs leading to a teaching credential to meet both university degree requirements and California credential law.

SINGLE SUBJECT TEACHING REQUIREMENT IN MATHEMATICS

The Department of Mathematics offers coursework meeting the requirements for California single subject credential in mathematics. For CSUF to recommend this credential, an individual must have completed the department's state-approved Single Subject Matter Preparation Program, and have completed the two-semester math education and teacher education program, which includes methodology coursework and the student teaching experience. Students may enter this program in either the fall or spring semester. Students should contact the Center for Careers in Teaching (714-278-7130) for information on the application process and orientation meetings.

BACHELOR OF ARTS IN MATHEMATICS

All students seeking a B.A. in Mathematics are expected to be skilled in elementary computer programming. Students may choose from Mathematics 320, Engineering 205 Digital Computation or Computer Science 121 Programming Concepts. Each student is also required to select one of seven cognates from the disciplines of computer science, economics, management science, physics, chemistry, civil engineering or mathematics. Those students selecting the computer science cognate are required to take Computer Science 121. Students may not double count Mathematics 320 for the mathematics cognate and the programming requirement. Each course required for the major must be completed with a grade of C or better, and may not be taken on a credit/no credit basis. Courses required for the major may not be challenged by examination.

Mathematics majors should take the lower-division mathematics courses (150A,B, 250A,B) during their first two years. Mathematics 350 Advanced Calculus I should be completed before the senior year. Mathematics 150A may be used to satisfy general education requirements. Students planning to continue their studies toward a Ph.D. degree in Mathematics should try to include

Math 407, 414, and 450 in their program.

Course substitutions are possible with the approval of the student's adviser and the Department Chair.

The requirements for the Bachelor of Arts in Mathematics consists of a total of 45 units in mathematics plus 3 units of History of Mathematics (Math 380), to meet the upper-division writing requirement, plus an additional 9-12 units in a cognate. The 45 units of mathematics

is divided into the core requirement (27 units) and an 18-19 unit requirement in one of four possible concentrations: Pure Mathematics, Applied Mathematics, Probability and Statistics, or Teaching Mathematics. Total units needed to complete the B.A. in Mathematics are 120. Each student should develop an individual study plan in consultation with an academic adviser in the Mathematics Department. The following general guidelines should be followed.

Students who intend to either enter the applied mathematics master's program at Cal State Fullerton or to pursue employment in business, industry, or government are advised to take Mathematics 370 and 435. Students who intend to enter graduate school in applied mathematics are advised to take Mathematics 302, 406, 412 and 450. Students are advised to take Mathematics 302 before attempting the Graduate Record Examination (GRE).

Core Requirements (27 units)

All students are required to complete the following 27 units:

Math 150A,B Calculus (8)

Math 250A Multivariate Calculus (4)

Math 250B Introduction to Linear Algebra and Differential Equations (4)

Math 280 Strategies of Proof (2)

Math 307 Linear Algebra (3)

Math 335 Mathematical Probability (3)

Math 350 Advanced Calculus I (3)

Additional Requirements (18-19 units)

Each student is required to complete one of the following concentrations:

Pure Mathematics Concentration

Math 302 Modern Algebra (3)

Math 370 Mathematical Model Building (3)

OR 375 Discrete Dynamical Systems and Chaos (3)

Math 412 Complex Analysis (3)

Math 450 Advanced Calculus II (3)

Two courses from the two groups below:

Math 407 Abstract Algebra (3)

Math 414 Topology (3) Topology (3)

OR 417 Foundations of Geometry (3)

OR 425 Differential Geometry (3)

Applied Mathematics Concentration

Math 306 Vector and Tensor Analysis (3)

Math 310 Ordinary Differential Equations (3)

Math 340 Numerical Analysis (3)

Three courses from the following list, with at least two at the 400-level:

Math 302 Modern Algebra (3)

Math 370 Mathematical Model Building (3)

Math 375 Discrete Dynamical Systems and Chaos (3)

Math 406 Introduction to Partial Differential Equations (3)

Math 412 Complex Analysis (3)

Math 425 Differential Geometry (3)

Math 435 Mathematical Statistics (3)

OR Math 438 Introduction to Stochastic Processes (3)

Math 440 Advanced Numerical Analysis (3)

Math 450 Advanced Calculus II (3)

Math 470 Advanced Mathematics Model Building (3)

Probability and Statistics Concentration

Math 338 Statistics Applied to Natural Sciences (3)

Math 340 Numerical Analysis (3)

Math 370 Mathematical Model Building (3)

OR Math 375 Discrete Dynamical Systems and Chaos (3)

Math 435 Mathematical Statistics (3)

Math 438 Introduction to Stochastic Processes (3)

Math 471 Combinatorics (3)

Teaching Mathematics Concentration

Math 302 Modern Algebra (3)

Math 338 Statistics Applied to Natural Sciences (3)

OR Math 370 Mathematical Model Building (3)

OR Math 375 Discrete Dynamical Systems and Chaos (3)

Math 401 Algebra and Probability for the Secondary Teacher (3)

Math 402 Logic and Geometry for the Secondary Teacher (3)

Cognates (9-12 units)

Each student is required to complete one of the following cognates:

Computer Science Cognate (10 units)

Computer Sci 131 Data Structures Concepts (3)

Computer Sci 223V C++ Programming (3)

Computer Sci 231 File System Concepts (3)

Computer Sci 253U Operating System Workshop in Unix (1)

Economics Cognate (12 units)

Economics 201 Principles of Microeconomics (3)

Economics 202 Principles of Macroeconomics (3)

One of the following:

Economics 310 Intermediate Microeconomic Analysis (3)

Economics 320 Intermediate Macroeconomics Analysis (3)

One of the following:

Economics 440 Econometrics (3)

Economics 441 Mathematical Economics (3)

Information System and Decision Sciences Cognate (9 units)

Three courses from the following list:

ISDS 467 Statistical Quality Control (3)

ISDS 472 Design of Experiments (3)

ISDS 473 Applied Statistical Forecasting (3)

ISDS 475 Multivariate Analysis (3)

Physics Cognate (11 units)

Physics 225 Fundamental Physics: Mechanics (3)

Physics 225L Fundamental Physics: Mechanics Laboratory (1)

Physics 226 Electricity and Magnetism (3)

Physics 226L Electricity and Magnetism Laboratory (1)

Physics 227 Waves, Optics and Modern Physics (3)

Chemistry Cognate (10 units)

Chemistry 120A General Chemistry (5)

Chemistry 120B General Chemistry (5)

Civil Engineering Cognate (9 units)

Civil Engineering 201 Statics (3)

Civil Engineering 301 Mechanics of Materials (3)

One of the following:

Civil Engineering 302 Dynamics (3)

Civil Engineering 325 Structural Analysis (3)

Mathematics Cognate (9 units)

Three upper-division courses in Mathematics from one of the four concentrations of the Mathematics major other than the student's own concentration. Math 430 can be considered as part of either the Pure Mathematics Concentration or the Teaching Concentration for the purposes of satisfying this requirement.

Writing Requirement

Math 380 will satisfy the University's upper-division writing requirement for mathematics majors.

Internships in Mathematics

Internships in applied mathematics provide work experience in advanced mathematics through positions in business, industry or government. Students should contact the Center for Internships and Cooperative Education, LH-209.

MINOR IN MATHEMATICS

The mathematics minor consists of 25 units of course work which must include Math 150A,B, 250A,B and at least nine units of upper-division mathematics, exclusive of Math 303A,B, 380, 401, 402, 403A,B, 495, 496 and 499. All courses must be completed with a grade of C or better.

MINOR IN MATHEMATICS FOR TEACHER EDUCATION

- A. For elementary education the minor consists of 20 units of course work selected from the courses offered by the Department of Mathematics. The courses must include Mathematics 150B or 338, and Mathematics 303A,B. All courses must be completed with a grade of C or better.
- B. For secondary education the minor consists of 22 units of course work selected from the courses offered by the Department of Mathematics. The courses must include Mathematics 250B and six units of upper-division courses in mathematics. All courses must be completed with a grade of C or better.

MASTER OF ARTS IN MATHEMATICS

The M.A. in Mathematics is designed to provide advanced study for students interested in continuing studies for a Ph.D. in mathematics or mathematics education, high school and community college teaching or mathematical analysis in government, business or industry.

Prerequisites

An applicant must meet the University requirements for admission to conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted and be in good standing at the last college attended. In addition, students must have an undergraduate major in mathematics with a grade-point average of at least 3.0 in all upper-division mathematics courses, or a combination of previous course work and work experience approved students by the graduate committee of the Mathematics Department.

Students who meet the requirements for conditionally classified graduate standing may be granted classified graduate standing upon meeting the following requirements: development of a study plan approved by an adviser, the graduate committee and the Office of Graduate Studies and completion of the University Writing requirement. For the Teaching Option, students must have completed courses in linear algebra, modern algebra and advanced calculus. In addition, students in the Teaching Option should have completed a minimum of one year of full-time teaching. Students in the Applied Option must have completed mathematical probability and advanced calculus with grades of B or better. Students with subject or grade deficiencies who have been admitted to conditionally classified standing must complete all courses required by the graduate committee with at least a 3.0 average before they will be classified.

Application Deadline

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Teaching Option

This option, designed for mathematics teachers, requires 30 units of graduate study approved by the graduate committee. At least sixteen of these units must be 500-level mathematics courses. The following course work must be included:

Math 581 Studies in Geometry (3)

Math 582 Studies in Algebra (3)

Math 584 Studies in Analysis (3)

Math 586 Studies in Discrete Mathematics (3)

Math 587 Studies in Mathematical Problem Solving (3)

Math 599 Independent Graduate Research (3-6)

Each student will be required to take adviser-approved mathematics electives to meet the 30-unit requirement, and pass a set of four comprehensive exams. Comprehensive exams may be taken at most twice.

Applied Mathematics Option

For those interested in applied mathematics, the Department of Mathematics offers the following courses in applied mathematics:

Math 489A,B Applicable Analysis and Linear Algebra (3,3)

Math 501A,B Numerical Analysis and Computation I and II (3,3)

Math 502A,B Probability and Statistics I and II (3,3)

Math 503A,B Mathematical Modeling I and II (3,3)

Math 504A,B Simulation Modeling and Analysis (3,3)

Mathematics 597 Project (6)

These courses were developed in consultation with mathematicians and scientists in the local industrial community and are specifically intended for individuals who are seeking positions, or who currently hold positions, which involve mathematics or quantitative applications. The subject matter emphasizes modern practical applied mathematics, modeling, problem solving and computation. The culminating experience is a project in which students have the opportunity of working in teams on a real problem, contracted and paid for by a local industrial firm. All classes are scheduled in the evening and can be taken in sequence in two calendar years, summers included.

Special Topics Program

Under certain circumstances, a plan of study leading to a Master of Arts in Mathematics may be designed to provide advanced work in mathematics. A personalized study plan to meet the objectives of each student may be developed within the general framework of the degree requirements.

The program requires a study plan with a minimum of 30 units of course work, planned by the student and the student's adviser, and approved by the graduate committee of the Mathematics Department. At least 16 of these units must be 500-level mathematics courses. Some of the 500-level courses may be accompanied by one unit of Mathematics 599 Independent Graduate Research. Students will also be required to pass a set of comprehensive exams or complete a sixunit project.

Additional Information

Part-time instructor and research assistantships are available for selected graduate students. For more information, contact the Department of Mathematics.

Emphasis in Middle School Mathematics

This program is offered under the Master of Science in Education (Secondary Education Concentration). See the Department of Secondary Education for a program description.

MATHEMATICS COURSES

Courses are designated as MATH in the class schedule

030A Intermediate Algebra-ILE (3)

An intermediate algebra course designed specifically for students who are advised to take the Mathematics Intensive Learning Experience based upon their performance on the ELM exam. Equations and inequalities, algebraic expressions, functions, and sequences and series. Degree credit is not awarded for these courses. Successful completion of Math 30B satisfies the ELM requirement.

030B Intermediate Algebra-ILE (3)

An intermediate algebra course designed specifically for students who are advised to take the Mathematics Intensive Learning Experience based upon their performance on the ELM exam. Equations and inequalities, algebraic expressions, functions, and sequences and series. Degree credit is not awarded for these courses. Successful completion of Math 30B satisfies the ELM requirement.

040 Intermediate Algebra (3)

An intermediate algebra course designed specifically for students who have taken but not passed the ELM exam. Linear equations and inequalities, polynomial, rational, and radical expressions, quadratic functions, exponential and logarithmic functions, and sequences and series. Degree credit is not awarded for this course. Successful Appropriate the ELM requirement.

045 Intermediate Algebra Minicourse (1)

Prerequisites: a score between 438 and 548 on the ELM exam.

Linear equations, polynomials, rational expressions, radical expressions, quadratic formulas, exponential functions and logarithmic functions.

Degree credit is not awarded for this course. Successful completion satisfies the ELM requirement.

110 Mathematics for Liberal Arts Students (3)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. Survey of traditional and contemporary topics in mathematics, such as elementary logic, counting techniques, probability, graph theory, codes and coding, and the mathematics of the social sciences. For non-science majors. (CAN MATH 2)

115 College Algebra (4)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take Math 130 or 135. Equations, inequalities, and systems of equations. Properties of functions and their graphs, including polynomial functions, rational functions, exponential and logarithmic functions, with applications. Sequences and series. If both Math 115 and Math 125 are taken, credit is given for second course only. (CAN MATH 10)

120 Introduction to Probability and Statistics (3)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. Set algebra, finite probability models, sampling, binomial trials, conditional probability and expectation. Recommended for students of economics, business, the biological, geological and social sciences.

125 Precalculus (5)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry. For students planning to take Math 150A. Functions and their use in mathematical models, including linear functions, polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. If both Math 115 and Math 125 are taken, credit is given for second course only. (CAN MATH 16)

125W Precalculus Workshop (1)

Corequisites: Math 125 and consent of instructor. Supplementary problem-solving workshop in a collegial setting. (3 hours workshop)

130 A Short Course in Calculus (4)

Prerequisites: passing score on the ELM or exemption and three years of high school mathematics, including two years of algebra and one year of geometry and Math 115 or 125 or equivalent or a passing score on the Mathematics Qualifying Exam (MQE). A survey of differential and integral calculus and applications. For students of biological and social sciences, business and economics. If both Math 130 and Math 135 are taken, credit is given for second course only. Six units of credit are given if both Math 130 and Math 150A are taken. (CAN MATH 30)

135 Business Calculus (3)

Prerequisites: passing score on the ELM or exemption; three years of high school mathematics, including two years of algebra and one year of geometry; and Math 115 or 125 or equivalent or a passing score on the Mathematics Qualifying Exam (MQE). A survey of differential and integral calculus with applications, including derivatives, integrals and max-min problems. For students of business and economics. If both Math 130 and Math 135 are taken, credit is given for the second course only. Six units of credit is given if both Math 135 and 150A are taken. (CAN MATH 34)

150A Calculus (4)

Prerequisites: passing score on the ELM or exemption and four years of high school mathematics, including college algebra and trigonometry and Math 125 or equivalent or a passing score on the Mathematics Qualifying Exam (MQE). Analytic geometry and properties of functions. The limit, derivative, and definitive integral concepts; applications of the derivative, techniques and applications of integration; Taylor polynomials and series. Introduction to differential equations. Six units of credit is given for both Math 150A and Math 130 or for both Math 150A and Math 135. (150A = CAN MATH 18, 150B = CAN MATH 20; 150A + 150B = CAN MATH SEQ B; 150A, 150B, + 250A = CAN SEQ C)

150B Calculus (4)

Prerequisite: Math 150A or equivalent. Analytic geometry and properties of functions. The limit, derivative, and definitive integral concepts; applications of the derivative, techniques and applications of integration; Taylor polynomials and series. Introduction to differential equations. (150A = CAN MATH 18, 150B = CAN MATH 20; 150A + 150B = CAN MATH SEQ B; 150A, 150B, + 250A = CAN SEQ C)

151A Calculus I Workshop (1)

Corequisites: Math 150A and consent of instructor. Supplementary problem-solving in a collegial setting. (3 hours workshop)

151B Calculus II Workshop (1)

Corequisites: Math 150B and consent of instructor. Supplementary problem-solving in a collegial setting. (3 hours workshop)

196 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course description. May be taken CR/NC only.

250A Multivariate Calculus (4)

Prerequisites: Math 150A,B or equivalent. Calculus of functions of several variables. Partial derivatives and multiple integrals with applications; parametric curves; vectors and vector-valued functions. (CAN MATH 22; 150A + 150B + 250A = CAN SEQ C).

250B Introduction to Linear Algebra and Differential Equations (4)

Prerequisite: Math 250A. An introduction to the solutions of ordinary differential equations and their relationship to linear algebra. Topics include matrix algebra, systems of linear equations, vector spaces, linear independence, linear transformations and eigenvalues.

250L Intermediate Calculus: Computer Laboratory (1)

Corequisite: Math 250A. Use of computer software to solve calculus problems. (3 hours laboratory)

270A Mathematical Structures I (3)

Prerequisite: four years of high school mathematics. First of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Logic, truth tables, elementary set theory, proof techniques, and combinatorics.

270B Mathematical Structures II (3)

Prerequisite: Math 270A. Second of two semesters of fundamental discrete mathematical concepts and techniques needed in computer-related disciplines. Graph theory, Boolean algebra, algebraic structures, linear algebra.

280 Strategies of Proof (2)

Prerequisite: Math 150B. Logic, set theory, and methods for constructing proofs of mathematical statements. A bridge to the rigors of upper-division mathematics courses containing significant abstract content.

302 Modern Algebra (3)

Prerequisites: Math 250B and Math 280. The integers, rational numbers, real and complex numbers, polynomial domains, introduction to groups, rings, integral domains and fields.

303A Fundamental Concepts of Elementary Mathematics (3)

Prerequisite: Completion of a mathematics course that satisfies the General Education requirement. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including the real number system, number theory and equations.

303B Fundamental Concepts of Elementary Mathematics (3)

Prerequisites: Completion of a mathematics course that satisfies the General Education requirement and a grade of C or better in Math 303A. Structure and form of the mathematics that constitutes the core of the K-8 mathematics curriculum, including the real number system, number theory and equations.

303W Math 303A/B Workshop (1)

Corequisite: Math 303A or B. Lessons involving manipulatives to support and clarify the material represented in Math 303A and B. May be repeated once for credit.

306 Vector and Tensor Analysis (3)

Prerequisite: Math 250B. Vector analysis, including coordinate bases, gradient, divergence, and curl, Green's, Gauss' and Stokes' theorems. Tensor analysis, including the metric tensor, Christoffel symbols and Riemann curvature tensor. Applications will be drawn from differential geometry, continuum mechanics, electromagnetism, general relativity theory.

307 Linear Algebra (3)

Prerequisite: Math 250B. Corequisite: Math 280. Introduction to the theory of vector spaces. Linear equations and matrices, determinants, linear transformations and eigenvalues, norms and inner products.

310 Ordinary Differential Equations (3)

Prerequisite: Math 250B. Theory and methods of solutions for ordinary differential equations, including Laplace transform methods and power series methods. Oscillation theory for second order linear differential equations and/or theory for systems of linear and nonlinear differential equations.

320 Introduction to Mathematical Computation (3)

Corequisite: Math 250B. Introduction to problem-solving on the computer using modern interactive software. Numerical and symbolic computation. A variety of problems arising in mathematics, science, and engineering will be explored. Also serves as preparation for subsequent computer-based courses in mathematical modeling.

335 Mathematical Probability (3)

Prerequisite: Math 250A. Probability theory; discrete, continuous, and multivariate probability distributions, independence, conditional probability distribution, expectation, moment generating functions, functions of random variables, and the central limit theorem.

337 Introduction to Experimental Design and Statistics in the Laboratory Sciences (3)

Prerequisite: passing score on the ELM or exemption; completion of one of the following courses: Biology 241, 261; Chemistry 120; or Physics 211, 225. Graphical and numerical descriptive statistics; experimental design, randomization, replication, block designs, stratified samples, controlled experiments versus observational studies. Fundamental inference for proportions, means, variances. Analysis of variance, regression. Computer analysis of data from the laboratory sciences, e.g., Biology, Chemistry, Geology.

338 Statistics Applied to Natural Sciences (4)

Prerequisite: Math 130 or 150B or consent of instructor. Introduction to the theory and application of statistics. Elementary probability, estimation, hypothesis testing, regression, analysis of variance, non-parametric tests. Computer-aided analysis of real data. Graphical techniques, generating and interpreting statistical output, presentation of analysis (3 hours lecture, 2 hours activity).

340 Numerical Analysis (3)

Prerequisites: Math 250B and either Engineering 205, Computer Of Science 121 or equivalent. Approximate numerical solutions of systems of linear and nonlinear equations, interpolation theory, numerical differentiation and integration, numerical solution of ordinary differential equations. Computer coding of numerical methods.

350 Advanced Calculus I (Formerly 350A) (3)

Prerequisite: Math 250B. Corequisite: Math 280. The real number system, limits of sequences, and limits of functions. Continuity, differentiation, and integration of functions of one variable. Infinite series.

368 First Course in Symbolic Logic (3)

(Same as Philosophy 368)

370 Mathematical Model Building (3)

Prerequisite: Math 250B or consent of instructor and one of the following: Math 320, Engineering 205, Computer Science 121 or equivalent. Introduction to mathematical models in science and engineering: dimensional analysis, discrete and continuous dynamical systems, flow and diffusion models.

375 Discrete Dynamical Systems and Chaos (3)

Prerequisite: Math 250B or consent of instructor. Analysis of the evolution of linear and nonlinear deterministic discrete systems with a emphasis on long range behavior, stability and instability of stationary states and periodic orbits, chaotic orbits, strange attractors, fractional dimension and Lyapunov exponents; examples from current research literature.

380 History of Mathematics (3)

Prerequisite: Math 250B. The history of mathematics through its methods and concepts. Designed to help the student become proficient in writing and reading mathematical literature. Satisfies the upper-division writing requirement for mathematics majors.

401 Algebra and Probability for the Secondary Teacher (3)

Prerequisites: 12 units of upper-division mathematics. Overview of mathematical topics relevant to the teacher of secondary mathematics. Problem-solving approach to areas including algebra, number theory, combinatorics and probability while maintaining an historical perspective.

402 Logic and Geometry for the Secondary Teacher (3)

Prerequisites: 12 units of upper-division mathematics. A course parallel to Math 401 but with emphasis on geometry, trigonometry and the theory of equations.

403A Fundamental Concepts of Middle School Mathematics I (3)

Prerequisite: Math 303B. Designed to help provide the content background to satisfy the requirements for the California Supplementary Credential in mathematics. Focuses on gaining a thorough understanding of algebra, including patterns, functions and the use of technology.

403B Fundamental Concepts of Middle School Mathematics II (3)

Prerequisite: Math 403A. Designed to help provide the content background to satisfy the requirements for the California Supplementary Credential in mathematics. Focuses on gaining a thorough understanding of advanced algebra, geometry, probability and statistics, and the use of technology.

406 Introduction to Partial Differential Equations (3)

Prerequisite: Math 306. First order linear and quasi-linear partial differential equations. Classification of second order linear partial differential equations. Fourier analysis, Sturm-Liouville theory, integral transforms, and their application to boundary-value problems for the potential, wave, and diffusion equations.

407 Abstract Algebra (3)

Prerequisite: Math 302. Sets, mappings, groups, rings, modules, fields, homomorphisms, advanced topics in vector spaces and theory of linear transformations, matrices, algebras, ideals, field theory.

Galois theory.

412 Complex Analysis (3)

Prerequisite: Math 350. Complex differentiation and integration, Cauchy's theorem and integral formulas, maximum modulus theorem, harmonic functions, Laurent series, analytic continuation, entire and meromorphic functions, conformal transformations and special functions.

414 Topology (3)

Prerequisite: Math 350. Topological spaces and continuous functions, connectedness and compactness, metric spaces and function spaces.

417 Foundations of Geometry (3)

Prerequisite: Math 307. A study of the foundations of Euclidean and non-Euclidean geometries through transformations and formal axiomatics.

425 Differential Geometry (3)

Prerequisite: Math 307. The differential geometry of curves and surfaces. Frenet-Seret formulas, the Gauss-Weingarten equations, the Gauss-Bonnet theorem.

430 Number Theory (Formerly 330) (3)

Prerequisite: Math 302. Basic concepts of classical number theory with modern applications. Divisibility, congruences. Diophantine approximations and equations, primitive roots, continued fractions. Applications to public key cyprotography, primality testing, factoring methods, and check digits.

435 Mathematical Statistics (3)

Prerequisite: Math 335 or equivalent. Statistical theory and its applications, based on the use of calculus.

438 Introduction to Stochastic Processes (3)

Prerequisite: Math 335. Stochastic processes including Markov chains, the Poisson Process, the Wiener Process. Applications to birth and death processes and queuing theory.

440 Advanced Numerical Analysis (3)

Prerequisite: Math 340. Advanced topics in numerical analysis selected from iterative methods for linear systems, approximation of eigenvalues and eigenvectors, numerical methods for ordinary and partial differential equations, optimization methods and approximation theory. Error and convergence analysis and computer coding.

450 Advanced Calculus II (Formerly 350B) (3)

Prerequisite: Math 350. Sequences and series of functions.

Continuity, differentiation, and integration of functions of several variables. Advanced topics in analysis, such as Lebesgue integration or the theory of metric spaces.

470 Advanced Mathematical Model Building (3)

Prerequisites: Math 307, 335, and 370 or consent of instructor. A capstone course for students with strong mathematical preparation. Topics may include stochastic models, Monte Carlo integration, simulation of discrete event systems, simulation software, and further studies in dynamic systems and flow and diffusion models.

471 Combinatorics (Formerly 371) (3)

Prerequisite: Math 302 or 307. Analysis of discrete structures, including existence, enumeration, and optimization. Permutations and combinations, combinatorial identities, the inclusion-exclusion principle, recurrence relations, Polya counting. Basic definitions and properties of graphs, Euerian and Hamiltonian graphs, trees, graph colorings and chromatic number, planar graphs.

489A Applicable Linear Algebra (3)

Prerequisites: undergraduate calculus, linear algebra, advanced calculus and consent of instructor. Corequisite: Math 489B. Topics from linear algebra useful in graduate studies in applied mathematics. Finite and infinite dimensional vector spaces, linear transformations and matrices. An introduction to Hilbert spaces. The projection theorem and some of its applications.

489B Applicable Analysis (3)

Prerequisites: undergraduate calculus, linear algebra, advanced calculus and consent of instructor. Corequisite: Math 489A. Topics from analysis useful in graduate studies in applied mathematics. Topics may include initial and boundary value problems, including series solutions, eigenvalues and eigenfunctions, Fourier analysis, generalized functions, an introduction to the calculus of variations, and transform methods.

495 Internship in Applied Mathematics (1-3)

Prerequisites: 15 units of upper-division mathematics and consent of instructor. Work experience in advanced mathematics through positions in business, industry or government.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course description. May be taken CR/NC only.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Special topic in mathematics, selected in consultation with and completed under supervision of instructor.

501A Numerical Analysis and Computation I (3)

Prerequisites: Math 489A,B. Corequisite: Math 501B. Numerical methods for linear and nonlinear systems of equations, eigenvalue problems. Interpolation and approximation, spline functions, numerical differentiation, integration and function evaluation. Error analysis, comparison, limitations of algorithms.

501B Numerical Analysis and Computation II (3)

Prerequisites: Math 489A,B. Corequisite: Math 501A. Numerical methods for initial and boundary-value problems for ordinary and partial differential equations. The finite element method. Error analysis, comparison, limitations of algorithms.

502A Probability and Statistics I (3)

Prerequisites: Math 335 and 489A,B. Theory and applications of probability models including univariate and multivariate distributions; expectations and transformations of random variables. Must be taken prior to or concurrently with Math 502B.

502B Probability and Statistics II (3)

Prerequisite: Math 502A. Theory and applications of sampling theory, statistical estimation, and hypothesis testing. Must be taken after or concurrently with Math 502A.

503A Mathematical Modeling I (3)

Prerequisites: Math 489A,B. Corequisite: Math 503B. Mathematical modeling concepts. Topics may include: dimensional analysis, scaling, and sensitivity; system concepts, state space, observability, controllability, and feedback; dynamical systems, models and stability analysis; proper optimization models.

503B Mathematical Modeling II (3)

Prerequisites: Math 489A,B. Corequisite: Math 503A. Development and analysis of mathematical models in such areas as mechanics, economic planning, operations management, environmental and ecological sciences, biology and medicine. The course includes a project, with students working in a team setting.

504A Simulation Modeling and Analysis (3)

Prerequisites: Mathematics 501A,B; 502A,B; 503A,B. Corequisite: Math 504B. Advanced techniques of simulation modeling, including the design of Monte Carlo, discrete event, and continuous simulations. Topics will include output data analysis, comparing alternative system configurations, variance-reduction techniques, and experimental design and optimization.

504B Applications of Simulation Modeling Techniques (3)

Prerequisites: Mathematics 501A,B; 502A,B; 503A,B. Corequisite: Math 504A. Introduction to a modern simulation language, and its application to simulation modeling. Topics will include development of computer models to demonstrate the techniques of simulation modeling, model verification, model validation, and methods of error analysis.

581 Studies in Geometry (3)

Prerequisites: Mathematics 307, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including the axiomatic method and non-Euclidean geometry.

582 Studies in Algebra (3)

Prerequisites: Mathematics 302, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including algorithms, fields and polynomials.

584 Studies in Analysis (3)

Prerequisites: Mathematics 350, graduate standing, plus one year of full-time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including limits, continuity, differentiation and integration.

586 Studies in Discrete Mathematics (3)

Prerequisites: Mathematics 335 and either Engineering 205, Computer Science 121 or equivalent; graduate standing and one year of full time teaching in secondary school mathematics. Topics relating to the high school curriculum from an advanced standpoint including combinatorics, probability, matrices, and linear programming.

587 Studies in Mathematical Problem Solving (3)

Prerequisites: Math 302, graduate standing, plus one year of fulltime teaching in secondary school mathematics. problem solving via non-routine and enrichment-type problems from several branches of mathematics.

597 Project (3)

Prerequisite: consent of instructor. May be repeated for credit. Students in the Applied Master's Program earn a total of 6 units.

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of instructor. One unit required for each regular graduate course. Also offered without being attached to any course. May be repeated for credit.

MATHEMATICS EDUCATION COURSES

Courses are designated as MAED in the class schedule

442 Teaching Mathematics in Secondary School (3)

Prerequisite: admission to Teacher Education Program in Mathematics or consent of instructor. Objectives, methods, and materials and technology for teaching mathematics. Required before student teaching, of mathematics majors for the general single subject credential. (2 hours lecture, 2 hours activity)

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

4491 Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

See description under Department of Secondary Education.

499 Independent Study (1-3)

Prerequisite: consent of instructor. Special topic in mathematics education, selected in consultation with and completed under supervision of the instructor. May be repeated for credit.

INTRODUCTION

Military Science provides a dynamic dimension to the university by offering an unmatched hands-on leadership and management education. Military Science is also a university endorsed co-ed club and offers various extra-curricular teams and activities such as: "Ranger Challenge" (intercollegiate competition based on physical fitness and agility, rifle marksmanship and map reading/land navigation), Paintball, one Field Training Exercise (overnight bivouac) per semester, rapelling demonstrations and a Color Guard team (presents flags at ceremonies and events) as well as several other exciting activities. All curriculum and activities are designed to build and enhance leadership, management and team building skills that apply in both military and civilian sectors and last a lifetime.

Military Science courses are accredited and available to students in all academic disciplines. Full-time students are also eligible to enroll as cadets in accordance with university and Department of the Defense policies. Several competitive financial assistance programs are available which include: three-year and two-year scholarships, Reserve Forces and National Guard duty, GI Bill and loan repayment options. Additionally, scholarship recipients and Advanced course students earn up to \$400 per month.

Upon successful completion of the two or four-year Reserve Officers Training Corps (ROTC) program, cadets are commissioned as second lieutenants in the United States Army, United States Army Reserves or Army National Guard.

Four-Year Program

This program is comprised of a lower division "Basic Course" and an upper division "Advanced Course." The Basic Course refers to first and second year courses (MLSC 101, 102, 201 and 202) which are designed for beginning students who want to try Reserve Officers Training Corps (ROTC) without obligation. Once the Basic Course is completed, students qualify for entry into the upper-division Advanced Course (MLSC 301, 302, 401, 402) which prepares them to be commissioned as officers in the United States Army, the Army Reserves, or the Army or National Guard. Upon entry into the Advanced Course, cadets are required to sign a contract with the Department of the Army agreeing to complete the ROTC program and accept a commission as a second lieutenant. Once the contract is signed, Advanced Course cadets will receive up to \$400 per month, along with free uniforms for all military science courses.

Two-Year Program

This program is for those students who have at least four semesters of work remaining on campus as either an undergraduate or graduate student, and who did not participate in ROTC earlier. These students enter the Advanced Course of the program after attending a one week all expenses paid summer leadership internship or providing proof of completion of Military Basic Training, or three years JROTC. Students enrolled in the two-year program are eligible for contracting under the same benefits, requirements and guidelines as the four-year students.

International Learning Opportunities in Military Science

Advanced course students have an opportunity to attend overseas Cadet Troop leadership or Training (CTLT) for three weeks between their junior and senior years. CTLT gives cadets a chance to serve as an acting platoon leader with an actual active duty U.S. Army unit. Many of the CTLT positions are with overseas units in Korea and Europe. Additionally, commissioned second lieutenants selected for active duty will have the opportunity to serve at duty stations all over the world, work with fellow military officers from other countries, attend foreign military schools, and immerse themselves in the culture of their host nation while they live and work there.

PROFESSOR OF MILITARY SCIENCE

Lieutenant Colonel Christian D. Taddeo

ENROLLMENT COUNSELOR

Captain Michaelle M. Munger

SENIOR MILITARY INSTRUCTOR

Master Sergeant David Takacs

DEPARTMENT OFFICE

Faculty Terrace South 1007-1012, Phone: (714) 278-3007

DEPARTMENT WEBSITE

http://www.fullerton.edu/militaryscience

PROGRAMS OFFERED

Summer Leadership Internships

Adventure/leadership training and physical training/weight lifting (no military obligation)

Minor in Military Science

Second Lieutenant Commission (U.S. Army, Reserves or National Guard)

MINOR IN MILITARY SCIENCE

The Military Science Minor is comprised of a combination of courses from many disciplines totaling 24 units. Students interested in this program should seek additional information from the Military Science Department.

General Requirements

All enrolled cadets will take courses corresponding to their academic standing in order to remain academically aligned. Labs must be taken with corresponding lecture class.

MLSC 100 Army Physical Training (1) (This class can be repeated up to 8 times.)

KNES 146 Weight Lifting (1)
(For cadets desiring extra conditioning.)

Freshmen

MLSC 101 Foundations of Officership (2)

MLSC 101L Leadership Laboratory (1)

MLSC 102 Basic Leadership (2)

MLSC 102L Leadership Laboratory (1)



Sophomores

MLSC 201 Individual Leadership Studies (2)

MLSC 201L

Leadership Laboratory (1)

Course in Basic Army Skills (2)

Laboratory (1)

MLSC 202L Leadership

Juniors

MLSC 301 Leadership and Problem Solving (3)

MLSC 301L Leadership Laboratory (1)

MLSC 302 Leadership and Ethics (3)

MLSC 302L Leadership Laboratory (1)

ROTC Advanced Camp

Seniors

MLSC 401 Leadership and Management (3)

MLSC 401L Leadership Laboratory (1)

MLSC 402 Officership (3)

MLSC 402L Leadership Laboratory (1)

Optional

MLSC 499 Independent Study in U.S. Military History (3)

MILITARY SCIENCE COURSES

Courses are designated as MLSC in the class schedule.

100 Army Physical Training (1)

Required each semester of all students in the Military Science Program. Emphasizes the principles of cardiorespiratory and muscular endurance, muscular strength, flexibility, and military technique. Designed to improve the student's ability to develop and lead an organizational level physical training program. May be repeated for organizational level physical training program.

101 Foundations of Officership (2)

Learn fundamental concepts of leadership and management in the classroom with practical application in outside activities. Develop interpersonal, organizational and motivational skills necessary for leaders of the 21st century. This is useful for both corporate and military career preparation; however, students will become familiar with basic military skills and customs.

101L, 102L, 201L, 202L Leadership Laboratory (1,1,1,1)

Build self-confidence and team-building leadership skills that can be applied throughout life. Learn basic skills then practice them through hands-on exercises. Different roles for students at different levels in the program. Required of all students in associated Military Science courses.

102 Basic Leadership (2)

Prerequisite: Military Science 101 or consent of the instructor. Learn to apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises. Develop communication skills to improve individual performance and group interaction. Relate ethical values to the effectiveness of a leader.

201 Individual Leadership Studies (2)

Corequisite: Military Science 201L. Learn and apply leadership skills that develop individual abilities and contribute to the building of effective teams. Improve oral and written communication skills. Learn techniques to train others as an aspect of continued leadership development.

301 Leadership and Problem Solving (3)

Improve knowledge of senior noncommissioned officer duties and the officer's relationship to the NCO. Course content includes: principles of leadership, officer and NCO roles, training management, command climate, staff organization and functions.

301L, 302L, 401L, 402L Leadership Laboratory (1,1,1,1)

Build self-confidence and team-building leadership skills that can be applied throughout life. Learn basic skills then practice them through hands-on exercises. Different roles for students at different levels in the program. Required of all students in associated Military Science courses.

302 Leadership and Ethics (3)

Corequisite: Military Science 201L. Cadets will refine their leadership skills by planning and executing various exercises. Discussions will focus on dynamics of military organizations and how to ensure mission accomplishment. Emphasis will be on skills required to successfully complete Advances Camp.

401 Leadership and Management (2)

This course is intended to provide those skills necessary to transition from student and cadet to second lieutenant in the United States Army. Students will be responsible to gain knowledge level material through their readings and apply that knowledge in practical, hands-on exercises within the classroom and external settings. Kolb's experimental learning model provides the primary method/basis of instruction.

402 Officership (3)

Prerequisite: Cadet at Military Science Level IV (senior) status. Refine counseling and motivating techniques. Examine aspects of tradition and law as they relate to leading soldiers as an officer in the Army. Study the responsibilities of officer and officials. Prepare for a future as a successful Army lieutenant.

499 Military Science Independent Study (3)

Independent study provides the student with the opportunity to meet Army commissioning requirements when the normal course of study is not possible due to course sequencing. Students will be assigned special projects which will require the demonstration of military principles.

Modern Languages and Literatures

College of Humanities and Social Sciences

INTRODUCTION

The Department of Modern Languages and Literatures offers a wide diversity of programs of language, cultural studies, linguistics and literature, aimed at meeting the varying needs of today's students.

In our changing world, we must lower barriers to understanding. Communicating effectively in a foreign language is not simply an exercise in the acquisition of linguistic skills. In learning another language, we also gain insight into the thinking of another culture (often very different from our own), insights which afford us the perspective necessary to examine critically our own cultural values. In our department, we view language, culture, linguistics and literature as integrally related facets of the complex phenomenon of human communication which help us better understand each other and our roles within the framework of cultural change.

Our department has well-established baccalaureate programs in French, German, Japanese and Spanish, and master's programs in French, German and Spanish. Additionally, we offer a post baccalaureate program leading to a Certificate in Teaching English to Speakers of Other Languages (TESOL) and an M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL). In addition to our degree and certificate programs, we offer minors in French, German, Japanese, Portuguese and Spanish. Course work is also offered in Vietnamese, Chinese and Arabic.

Students interested in developing language and cultural competencies find a variety of programs in Modern Languages and Literatures. Programs are designed for those who wish to pursue more advanced studies of language and literatures, as well as for the growing number of individuals who will find foreign language ability and sensitivity to other cultures an important component in career preparation. Our programs are designed for those planning careers in education, government and social services, translation services, literature and the expanding areas of international business.

Our goal is to assist students in developing competence in other languages through teaching all courses in the target language. We strive to deepen students' knowledge about language and the humanities through reading representative authors in their respective literatures and to familiarize students with the cultural traditions of the peoples whose language they study.

FACULTY

Linda Andersen, Nancy Baden, Han-Hua Chao, Modesto Díaz, Hélène Domon, Michèle Druon, Janet Eyring, Reyes Fidalgo, Juan Carlos Gallego, Leon Gilbert, Ronald Harmon, Josefina Hess, Arturo Jasso, Keiji Matsumoto, C. George Peale, Sandra Pérez-Linggi, Setsue Shibata, Curtis Swanson, Marjorie Tussing, Pilar Valero-Costa, Lydia Vélez, Cheryl Zimmerman.

CREDENTIAL INFORMATION

The Department of Modern Languages and Literatures offers approved Single Subject Matter Preparation Programs in French, German, Japanese and Spanish for prospective secondary teachers seeking the Single Subject Teaching Credential in conjunction with the Department of Secondary Education. Information concerning admission to Teacher Education is available at the Center for Careers in Teaching (714-278-7130) (http://www.fullerton.edu/cct) and in the Office of Admission to Teacher Education (714-278-3411).

Program applications are accepted March 1 for the fall semester only. Before applying to a credential program, prospective teachers should attend an overview session sponsored by the Department of Secondary Education and then see an adviser in the Department of Modern

DEPARTMENT CHAIR

Janet Eyring

DEPARTMENT OFFICE

Humanities 835C

DEPARTMENT WEBSITE

http://hss.fullerton.edu/fll

LANGUAGE LABORATORY

Humanities 325

PROGRAMS OFFERED

Bachelor of Arts in French, German, Japanese, and Spanish

Minor in French, German, Japanese, Portuguese, and Spanish

Master of Arts in French, German, and Spanish

Master of Science in Education: Teaching English to Speakers of Other Languages (TESOL)

Certificate for Teaching English to Speakers of Other Languages (TESOL)

Heritage Languages: Arabic, Chinese, Vietnamese

Business Language Concentrations for Bachelor of Arts in International Business: Chinese, French, German, Japanese, Portuguese, and Spanish

Single Subject Matter Preparation
Program for Secondary Teaching:
French, German, Japanese, and
Spanish

Languages and Literatures. In addition, they must have completed or nearly completed the subject matter preparation requirements or have passed an approved national exam and have taken the *C*-BEST (California Basic Educational Skills Test). During the admission process applicants will be required to demonstrate oral and written proficiency in the language. Current information is available in the department office and at http://hss.fullerton.edu/fll.

SPECIAL PROGRAM INFORMATION

International Programs

The Department of Modern Languages and Literatures encourages students to participate in a study program abroad. Such programs facilitate student mastery of the language and offer numerous cultural insights. The California State University's International Programs offer a wide variety of study opportunities at the junior, senior, and graduate level. Language exchange programs are also available with Fudan University (China), the University of Paris (France), the Autonomous University of Guadalajara (Mexico), and the University of Nanzan (Japan). Approved internships for the B.A. in International Business are available at the School of Business, Management, and Economics in Nürtingen (Germany). Language majors are required to complete the following minimum number of units in their major on campus before departure for, or upon return from, overseas: six units of upper-division coursework at CSUF, of which at least three units must be at the

Language Concentration for International Business

The Department of Modern Languages and Literatures offers language concentrations in Chinese, French, German, Japanese, Portuguese and Spanish. This component of the B.A. in International Business consists of 15 units of upper-division language study (including an internship). These courses, as well as the prerequisites, must be completed with a grade of *C* or better. For description of the international business program, please see the "International Business" section of this catalog.

FLAIR (Foreign Language Alliance -Intra-Regional Program) Concurrent Enrollment for French and German M.A. Programs

The French and German faculty at CSU Fullerton and CSU Long Beach have established a cooperative arrangement that permits graduate students enrolled at either campus to take courses concurrently at the other campus.

Benefits to students are considerable. With prior approval by the graduate adviser, coursework at either campus may be applicable to

the M.A. degree. A greater selection of courses and faculty enriches graduate study and may shorten the time required to complete the degree. Cooperative scheduling ensures that time conflicts and travel time are minimized.

The CSU/UCLA Cooperative Program in Modern Languages and Literatures

The Cooperative Program in Modern Languages and Literatures gives students the opportunity (without additional fees) to take courses in foreign languages not available on this campus or any neighboring CSU campus, but offered at UCLA. For information regarding enrollment and qualifications, interested students should inquire at the department office.

The Language Laboratory

Students enrolled in a variety of foreign language courses may be required, in addition to the regular class periods, to complete assignments in the department's language laboratory. The 18-station audio laboratory operates like a library; students may use it at a time most convenient to them, preferably daily, in sessions of 15 to 30 minutes.

A 24-station computer laboratory featuring multimedia interactive capabilities facilitates both individual and group learning activities in conjunction with a networked instructor station.

Advisers

Undergraduate: All faculty members serve as advisers. Students may check at the department office to determine their assigned faculty adviser.

Foreign Language Teacher Education: Linda Andersen, Janet Eyring, Reyes Fidalgo, Juan Carlos Gallego, Ronald Harmon, and Setsue Shibata.

Graduate: Michèle Druon (M.A. in French), Leon Gilbert (M.A. in German), Josefina Hess (M.A. in Spanish), and Janet Eyring (M.S. in Education TESOL).

M.S. TESOL and TESOL Certificate: Janet Eyring, Juan Carlos Gallego, Marjorie Tussing, and Cheryl Zimmerman.

Upper-Division Writing Requirement

Foreign Language (FLNG) 301 satisfies the course portion of the upper-division writing requirement for all foreign language majors.

Academic Standards Requirement

Each course counted to fulfill requirements for the major or minor must be completed with a grade of C or better.

Advanced Placement

Students should enroll at the point in the sequence of courses for which their previous study and/or experience has prepared them. Students with no language background should enroll in fundamental 101-level courses. Normally, two years of high school language study are considered to be equivalent to one year of college language. Students just completing two years of high school language should begin at 200-level intermediate courses. A minimum of four years of high school language, or its equivalent, is considered a prerequisite for more advanced 300-level major work.

Courses at the 101-level are not open to students who have completed two or more years of high school study or one term of college study in that language unless such study was completed three years or more before entering the class. Courses at the 102-level are not open to students who have completed two or more years of high school study or two terms of college study in that language unless such study was completed two years or more before entering the class. Language courses at the 100-level are not open to native speakers of that language.

Due to the sequential nature of language instruction, consultation with an adviser in the Department of Modern Languages and Literatures is essential before enrolling in courses.

International Baccalaureate Program

Students entering the university with the International Baccalaureate shall request an oral interview with two instructors of the target language. Subject to their recommendation, the following credit may be awarded:

Students with the International Baccalaureate Higher Level Language Exam with a grade of four or better will have lower- division requirements waived, and upon recommendation will receive three to twelve units of upper-division language credit.

Students with the International Baccalaureate Subsidiary Level Language B Exam with a grade of four or better will have lower-division requirements waived, and upon recommendation will receive up to six units of upper-division language credit. If no upper-division units are recommended, a minimum of six units of 200-level credit will be awarded.

Transfer Students

In accordance with university rules, all transfer students must complete 30 units in residence at Cal State Fullerton. Of these 30 units, the transfer student majoring in French, German, Japanese or Spanish is required to complete 12 upper-division units, i.e., 300- or 400-level courses, including

Nine units of 400-level classes in the major on the Cal State Fullerton



campus. The specific courses will be determined in consultation with the student's adviser.

Unit Requirements

Each foreign language bachelor's degree requires a minimum of 120 units which includes courses for the major, General Education, all University requirements and free electives.

BACHELOR OF ARTS IN FRENCH

The Bachelor of Arts in French consists of 30 units of upper-division

French course work, plus the required 3-unit upper-division English writing course, Foreign Language (FLNG) 301. Prior to undertaking upper-division work, the French major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

French 101 Fundamental French-A (5)

French 102 Fundamental French-B (5)

French 203 Intermediate French-A (3)

French 204 Intermediate French-B (3)

French 213 Intermediate Diction and Phonetics (2)

French 214 Intermediate Conversation and Composition (2)

Upper-Division Requirements (33 units) Italicized classes are required.

I. Upper-Division Writing Requirement (3 units required)

Foreign Language 301 Writing in an Intercultural Context (3)

II. Language (3 units required*, up to 9 units)

French 307 Advanced Composition and Grammar (3)

or French 308 Advanced Composition and Grammar (3)

French 310 French in the Business World (3)

French 409 Techniques of French-English Translation (3)

III. Linguistics (3 units required*, up to 9 units)

French 300 Advanced Oral Expression and Phonetics (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 466 Introduction to French Linguistics (3)

IV. Civilization and Culture (6 units required, up to 12 units)

French 315 Origins of Modern France (3)

French 325 Contemporary French Civilization (3)

French 311 French for International Business (3)

French 407 French Film (3)

French 435T Topics in French/Francophone Culture (3)

V. Literature (6 units required, up to 12 units)

French 375 Explorations in Literature (3)

One of the following Interdisciplinary Approaches to Literature:

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

VI. Capstone Seminar (3 units required)

French 485 Senior Seminar in French Studies (3)

VII. Electives (9 units required)

In consultation with your adviser, choose nine (9) additional units of electives of which a minimum of six must be at the 400-level, from at least two of the categories II. - V. listed above.

MINOR IN FRENCH

Basic Requirements (20 units)

Each of the following courses or their equivalent:

French 101 Fundamental French-A (5)

French 102 Fundamental French-B (5)

French 203 Intermediate French-A (3)

French 204 Intermediate French-B (3)

French 213 Intermediate Diction and Phonetics (2)

French 214 Intermediate Conversation and Composition (2)

^{*} Six (6) units are required in each of the areas II. and III. for the Single Subject Matter Preparation Program for the Secondary Education Teaching Credential.

Upper-Division Requirements (a total of 12 units)

Six units required from these courses:

French 307 Advanced Composition and Grammar (3)

OR French 308 Advanced Composition and Grammar (3)

French 315 Origins of Modern France (3)

OR French 325 Contemporary French Civilization (3)

Plus, in consultation with an adviser, choose two additional electives from the following (if not taken above) - 6 units required:

French 300 Advanced Oral Expression and Phonetics (3)

French 307 Advanced Composition and Grammar (3)

OR French 308 Advanced Composition and Grammar (3)

French 310 French in the Business World (3)

French 311 French for International Business (3)

French 315 Origins of Modern France (3)

OR French 325 Contemporary French Civilization (3)

French 375 Explorations in Literature (3)

French 407 French Film (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 409 Techniques of French-English Translation (3)

French 415 French Classicism (3)

French 425 French Romanticism (3)

French 435T Topics in French/Francophone Culture (3)

French 466 Introduction to French Linguistics (3)

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

French 475 Seminar in 20th Century French Literature (3)

French 485 Senior Seminar in French Studies (3)

BACHELOR OF ARTS IN GERMAN

The Bachelor of Arts in German consists of 30 units of upper-division German course work, plus the required 3-unit upper-division English writing course, Foreign Language FLNG 301. Prior to undertaking upper-division work, the German major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

German 101 Fundamental German-A (5)

German 102 Fundamental German-B (5)

German 203 Intermediate German-A (3)

German 204 Intermediate German-B (3)

German 213 Intermediate Reading-A (2)

German 214 Intermediate Reading-B (2)

Upper-Division Requirements (a total of 33 units)

18 units required as listed below:

Foreign Language 301 Writing in an Intercultural Context (3)

German 305 Advanced Conversation and Composition (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

German 335 Introduction to Literature (3)

German 399 German Phonetics (3)

Plus, in consultation with an adviser, choose three of the following literature courses (9 units required):

German 430 German Literature and Culture to the Baroque (3)

German 450 19th-Century German Literature and Culture (3)

German 460 20th-Century German Literature and Culture (3)

German 482 German Literature & Culture in Film (3)

Plus, in consultation with an adviser, choose two courses from the following (6 units required):

German 300 German Conversation (3)

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 400 Advanced Conversation Practice and Vocabulary Expansion (3)

German 405 Advanced Writing and Speaking (3)

German 466 Introduction to German Linguistics (3)

German 485T Senior Seminar in German Literature (3)

MINOR IN GERMAN

Basic Requirements (20 units)

Each of the following courses or their equivalent:

German 101 Fundamental German-A (5)

German 102 Fundamental German-B (5)

German 203 Intermediate German-A (3) German 204 Intermediate German-B (3)

German 213 Intermediate Reading-A (2)

German 214 Intermediate Reading-B (2)

Upper-Division Requirements (12 units)

Six units required from this section:

German 305 Advanced Conversation & Composition (3)

German 315 Introduction to German Civilization (3)

OR German 325 Current Trends in Culture of German-Speaking Peoples (3)

In consultation with an adviser, choose two additional courses from the following (6 units required):

German 300 German Conversation (3)

German 310 German in the Business World (3)

German 311 German for International Business (3)

German 315 Introduction to German Civilization (3)

German 325 Current Trends in Culture of German-Speaking Peoples (3)

German 335 Introduction to Literature (3)

German 399 German Phonetics (3)

German 400 Advanced Conversation Practice and Vocabulary Expansion (3)

German 405 Advanced Writing and Speaking (3)

German 466 Introduction to German Linguistics (3)

German 485T Senior Seminar in German Literature (3)

BACHELOR OF ARTS IN JAPANESE

The Bachelor of Arts in Japanese consists of 30 units of upperdivision Japanese course work, plus the required 3-unit upper-division English writing course, Foreign Language FLNG 301. Prior to undertaking upper-division work, the Japanese major will have completed the following lower-division courses or their equivalents:

Basic Requirements (20 units)

Each of the following courses or their equivalent:

Japanese 101 Fundamental Japanese-A (5)

Japanese 102 Fundamental Japanese-B (5)

Japanese 203 Intermediate Japanese-A (5)

Japanese 204 Intermediate Japanese-B (5)

Upper-Division Core Requirements (18 units)

Choose from the following courses:

Japanese 305 Advanced Japanese-A (3)*

Japanese 306 Advanced Japanese-B (3)*

Japanese 307 Advanced Spoken Japanese (3)*

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Upper-Division Electives (12 units)

Choose from the following:

Japanese 375 Introduction to Literary Forms (3)

Japanese 440 Introduction to Modern Japanese Literature (3)

Japanese 466 Introduction to Japanese Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

Japanese 485T Senior Seminar: Variable Topics in Japanese (3)

Japanese 499 Independent Study (1-3)

MINOR IN JAPANESE

Basic Requirements (20 units)

Each of the following courses or their equivalent:

Japanese 101 Fundamental Japanese-A (5)

Japanese 102 Fundamental Japanese-B (5)

Japanese 203 Intermediate Japanese-A (5)

Japanese 204 Intermediate Japanese-B (5)

Upper-Division Requirements (12 units)

Six units required from the following:

Japanese 305 Advanced Japanese-A (3)

Japanese 306 Advanced Japanese-B (3)

Japanese 307 Advanced Spoken Japanese (3)

Six units from the following:

Japanese 310 Japanese for Business (3)

Japanese 311 Japanese for International Business (3)

Japanese 315 Introduction to Japanese Civilization (3)

Japanese 316 Modern Japan (3)

Japanese 375 Introduction to Literary Forms (3)

Japanese 440 Introduction to Modern Japanese Literature (3)

Japanese 466 Introduction to Japanese Linguistics (3)

Japanese 468 Japanese-English Contrastive Analysis (3)

Japanese 499 Independent Study (1-3)

MINOR IN PORTUGUESE

Basic Requirements (8 units) Each of the following courses or their equivalent:

Portuguese 101 Fundamental Portuguese-A (4)

Portuguese 102 Fundamental Portuguese-B (4)

Upper-Division Requirements (12 units)

Portuguese 310 Portuguese in the Business World (3)

Portuguese 317 Advanced Conversation and Composition (3)

Portuguese 320 Introduction to Luso-Brazilian Culture and Civilization (3)

Portuguese 325 Contemporary Brazilian Civilization (3)

BACHELOR OF ARTS IN SPANISH

The Bachelor of Arts in Spanish consists of 33 units of upperdivision Spanish coursework, plus the required 3-unit upper-division English writing course, Foreign Language (FLNG) 301. Prior to undertaking upper-division work, the Spanish major will have completed the following lower-division courses or their equivalents:

Basic Requirements (17-22 units)

Spanish 101/102 Fundamental Spanish (10)

OR Spanish 105 Intensive Review of Fundamental Spanish (5)

Spanish 203 Intermediate Spanish A (3)

OR Spanish 201 Spanish for Spanish Speakers A (3)

Spanish 204 Intermediate Spanish B (3)

OR Spanish 202 Spanish for Spanish Speakers B (3)

Spanish 213 Intermediate Conversation* (3)

Spanish 214 Intermediate Composition (3)

Upper-Division Requirements (36 units)

I. Upper-Division Writing (3 units required)

Foreign Language 301 Writing in an Intercultural Context (3)

II. Language (6 units required)

Spanish 301 Advanced Grammar and Composition (3)

Spanish 400 Advanced Writing (3)

III. Culture (6 units required)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish-American Civilization (3)

^{*}Students with native or near-native proficiency should substitute an upper division elective course in consultation with the major adviser.

^{*}Spanish 213 and 300 not open to native speakers.

IV. Literature (9 units required)

Spanish 375 Introduction to Literary Forms (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

OR Spanish 461 Spanish Literature Since Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

OR Spanish 441 Spanish-American Literature Since Modernismo (3)

V. Linguistics (6 units required)

Spanish 466 Spanish Phonology and Dialectology (3)

AND

Spanish 467 Spanish Morphology and Syntax (3)

OR Spanish 468 Spanish-English Bilingualism and Language
Contact (3)

VI. Seminar (3 units required)

Spanish 475T Topics in Spanish Peninsular Literature (3)

OR Spanish 485T Topics in Spanish American Literature (3)

VII. Elective (3 units required) share CD are proposed note with read D

Spanish 415, 416, and any of above not already taken, chosen in consultation with an adviser; 475T and 485T may be repeated with a different topic. Spanish 300*, 310 and 311 not applicable.

MINOR IN SPANISH

Basic Requirements (17-22 units)

Each of the following courses or their equivalent:

Spanish 101/102 Fundamental Spanish (10)

OR Spanish 105 Intensive Review of Fundamental Spanish (5)

Spanish 203 Intermediate Spanish A (3)

OR Spanish 201 Spanish for Spanish Speakers A (3)

Spanish 204 Intermediate Spanish B (3)

OR Spanish 202 Spanish for Spanish Speakers B (3)

Spanish 213 Intermediate Conversation* (3)

Spanish 214 Intermediate Composition (3)

Upper-Division Requirements (12 units)

Six units required from the following:

Spanish 301 Advanced Grammar and Composition (3)

Spanish 315 Introduction to Spanish Civilization (3)

OR Spanish 316 Introduction to Spanish American Civilization (3)

In consultation with an adviser, choose two additional upper-division courses from the following:

Spanish 300 Spanish Conversation* (3)

Spanish 315 Introduction to Spanish Civilization (3)

Spanish 316 Introduction to Spanish American Civilization (3)

Spanish 375 Introduction to Literary Forms (3)

Spanish 400 Advanced Writing (3)

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish American Culture (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 467 Spanish Morphology and Syntax (3)

Spanish 468 Spanish-English Bilingualism and Language Contact (3)

Spanish 475T Senior Seminar: Topics in Spanish Peninsular
Literature (3)

Spanish 485T Senior Seminar: Topics in Spanish-American
Literature (3)

CERTIFICATE FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

In cooperation with the Department of English and the program in Linguistics, the Department of Modern Languages and Literatures offers a Certificate for Teaching English to Speakers of Other Languages (TESOL). The program consists of 24 units. In order to participate in the program, students must declare the TESOL Certificate along with their degree objective.

Admission Requirements

- 1. A baccalaureate degree from an accredited institution.
- 2. A grade-point average of at least 2.5 in the last 60 semester units attempted and a 3.0 grade-point average in the major.
- 3 Good standing at the last college attended.
- 4. At least two years of one foreign language or one year each of two different foreign languages or the equivalent with an average 3.0 GPA. This requirement will normally be waived for students from foreign countries who have studied English as a foreign language.
- 5. Foreign Language 301 with a grade of B or better.
- 6. English 303 with a grade of B or better.
- 7. Oral and written proficiency in English to be determined at time of application. A minimum TOEFL score 573 (paper-based) or 230 (computer-based) and a minimum score of 50 on the Test of Spoken English are required for non-native English speaking applicants who completed their bachelor's degrees outside of the U.S.
- 8. Consent of the admitting committee to enter the program and to develop a study plan.

Required Core Courses (12 units)

Foreign Language Education 400 Fundamentals in TESOL (3)

Foreign Language Education 509 Advanced Principles of TESOL (Listening/Speaking Focus) (3)

Foreign Language Education 510 Advanced Principles of TESOL (Reading/Writing Focus) (3)

Foreign Language Education 527 Second Language Acquisition (3)

Language Pedagogy (3 units)

Foreign Language Education 515 Pedagogical Grammar and TESOL (3)

OR Foreign Language Education 520 Teaching Pronunciation and Oral Discourse in TESOL (3)

^{*}Spanish 213 and 300 not open to native speakers

Electives (6 units)

Students select six units from the following three emphases:

Language and Culture; Testing, Technology and Research, and

Professional Education. Prerequisites will be enforced.

Language and Culture Emphasis

Students may select from any of the Culture and Literature or Language and Linguistics electives. Complete titles and descriptions of courses can be found in the departmental course listings of this catalog.

Culture and Literature courses include:

Anthropology 412, 470

Chicano Studies 450, 480

Foreign Language Education 485T*, 545

Reading 560

Speech Communication 420, 422, 522

400-level adviser-approved American Studies course

400-500 level adviser-approved English or American literature course

Language and Linguistics courses include: Anthropology 416

Foreign Language 468, 532 and if not taken as a language pedagogy course, 515 or 520

Foreign Language—French/German/Japanese/Spanish 466

Foreign Language—Japanese/Spanish 468

Linguistics 406, 412, 417, 442, 505, 507, 508

Reading 514

Testing, Technology and Research Emphasis

Anthropology 401

Ed Elm 415, 419, 511, 513

Foreign Language Education 532

Linguistics 501

Psychology 461, 465

Reading 516

Professional Education Emphasis

Elementary education courses include:

Ed Elm 425, 500, 521, 529, 530, 531, 542, 553

Foreign Language Education 485T*, 532

Reading 508

Secondary education courses include:

Ed Sec 410, 540D

Foreign Language Education 442, 485T*, 532

Adult/College education courses include:

English 402, 4025, 496, 590

Foreign Language Education 485T*, 532

Reading 507, 581

Terminal Evaluation (3 units)

Foreign Language Education 596 Practicum (3)

MASTER OF ARTS IN FRENCH

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the section of this catalog on admission of graduates for the complete statement and procedures.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan: a major in French consisting of 24 units (or equivalent) of upper-division studies with above-average scholarship. (A candidate presenting a B.A. which has fewer than 24 upper-division units in the language, or is otherwise inadequate, will be required to take additional courses to build a full undergraduate major before beginning the graduate program.) The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency or equivalent exam or by passing Foreign Language 301 or equivalent with a grade of $\,$ C or better.

Adaptations of certain admission requirements may be made for promising foreign students.

In addition, a candidate must complete an initial orientation

Study Plan

The study plan consists of 30 units of graduate study (at least 15 units in 500-level courses), distributed as follows:

Core Course (3 units)

French 500 Graduate Seminar: Advanced Structure and Style (3)

Linguistics Seminar (3 units)

French 520 Graduate Seminar: Old French (3)

OR French 530 Graduate Seminar: Historical Linguistics (3)

Literature Seminars (9 units)

Chosen from the following: 100 paribrand small

French 557 Graduate Seminar: French Poetry (3)

French 571 Graduate Seminar: French Prose (3)

French 575 Graduate Seminar: French Drama (3)

French 576T Graduate Seminar: Major Writers (3)

French 579 Francophone Literature (3)

^{*}As approved by adviser.

Electives (15 units)

Additional electives are to be chosen in consultation with the graduate adviser. A maximum of six units may be taken, with approval of the graduate committee, in a related field, at the 300, 400, or 500 level.

French 407 French Film (3)

French 408 Advanced Writing: Syntax and Morphology (3)

French 409 Techniques of French-English Translation (3)

French 435T Topics in French / Francophone Culture (3)

French 466 Introduction to French Linguistics (3)

French 470 French Literature & Power (3)

French 471 Literature and the Human Psyche (3)

French 472 Philosophical Exploration in Literature (3)

French 475 Seminar in 20th Century French Literature (3)

French 485 Senior Seminar in French Studies (3)

French 520 Graduate Seminar: Old French (3)

French 530 Graduate Seminar: Historical Linguistics (3)

French 557 Graduate Seminar: French Poetry (3)

French 571 Graduate Seminar: French Prose (3)

French 575 Graduate Seminar: French Drama (3)

French 576T Graduate Seminar: Major Writers (3)

French 579 Francophone Literature (3)

French 598 Thesis (3-6)

French 599 Independent Graduate Research (1-3)

Comprehensive Exam

Final evaluation is by comprehensive written and oral examination, including advanced competency in the French language. The candidate may, with the approval of the graduate committee, repeat the examination, but once only, within two years.

For further information, consult the Department of Modern Languages and Literatures.

MASTER OF ARTS IN GERMAN

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, dead-lines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the section of this catalog on admission of graduates for the complete statement and procedures.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan: a major in German consisting of 30 units (or equivalent) of upper-division studies with above-average scholarship.

(A candidate presenting a B.A. which has fewer than 30 upper-division units in the language, or whose background is otherwise inadequate, normally will be required to take additional courses to build a full undergraduate major before beginning the graduate program.) The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency exam or equivalent exam or by passing Foreign Language 301 or equivalent with a grade of *C* or better. Adaptations of certain admission requirements may be made for promising foreign students.

Study Plan

The study plan requires 30 units of graduate study (at least 15 in 500-level courses), distributed as follows:

Core Courses (6 units)

German 500 Graduate Seminar: Advanced Structure and Style (3)

German 530 Graduate Seminar: Historical Linguistics (3)

Graduate Seminars in Literature (9-12 units)

German 571T* Graduate Seminar: German Literature (3)

Other Electives (if not taken as an under-graduate) (12-15 units)

German 430 German Literature and Culture to the Baroque (3)

German 450 19th-Century German Literature and Culture (3)

German 460 20th-Century German Literature and Culture (3)

German 482 German Literature and Culture in Film (3)

German 485T* Senior Seminar in German Literature (3)

German 499 Independent Study (1-3)

German 598 Thesis (3-6)

German 599 Independent Graduate Research (1-3)

Comprehensive Exams

A reading list must be completed by all students. Final evaluation is by a comprehensive written and oral examination, including advanced competency in the German language. The candidate may, with the approval of the graduate committee, repeat the examination, but once only, within two years. With the approval of the graduate committee, a student may substitute a thesis for some of the units required under "Other Electives."

For further information, consult the Department of Modern Languages and Literatures.

MASTER OF ARTS IN SPANISH

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: A baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted. See the Graduate Admissions section of this catalog for complete statement and procedures. In addition to the

^{*}Variable topic course may be taken again for credit.

university requirements for admission, acceptance into this program is contingent upon the completion of the Graduate Record Examination (GRE) general test.

Candidates will need a B.A. with a minimum GPA of 3.0 in Spanish, consisting of at least 24 units (or equivalent) of upper-division studies. A candidate presenting a bachelor of arts that has fewer than 24 upper-division units in the language, or whose background is otherwise inadequate, will be required to take additional courses with a minimum GPA of 3.0 to build a full undergraduate major before beginning the graduate program. The student must also demonstrate proficiency in English, either by passing the English Writing Proficiency exam or equivalent exam or by passing Foreign Language 301 or equivalent with a grade of C or better.

Satisfactory evaluation of language proficiency by committee is also required. Adaptations of certain admission requirements may be made for promising foreign students.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing is eligible for classified graduate standing upon the development of an approved study plan, which should be done in consultation with the graduate adviser prior to the completion of nine graduate units.

Study Plan

The study plan consists of 30 units of graduate study (at least 18 in 500-level courses), distributed as follows:

Required Core Courses (6 units)

Spanish 500 Graduate Seminar: Advanced Structure and Style (3)

Spanish 530 Graduate Seminar: Historical Linguistics (3)

Graduate Seminars in Literature (12 units)

Peninsular Literature (6 units required):

Spanish 556 Grad Seminar: Spanish Poetry (3)

Spanish 571 Grad Seminar: Spanish Prose and Narrative Fiction (3)

Spanish 575 Grad Seminar: Spanish Drama (3)

Spanish-American Literature (6 units required):

Spanish 557 Grad Seminar: Spanish-American Poetry (3)

Spanish 567 Grad Seminar: Spanish-American Novel (3)

Spanish 576T Grad Seminar: Hispanic Topics (3)

Other Electives (12 units)

May be chosen from either 400- or 500-level courses (up to 6 of the 12 units may be taken in a related field with the approval of the adviser):

Spanish 415 Contemporary Spanish Culture (3)

Spanish 416 Contemporary Spanish American Culture (3)

Spanish 430 Spanish Literature to Neoclassicism (3)

Spanish 440 Spanish-American Literature to Modernismo (3)

Spanish 441 Spanish-American Literature Since Modernismo (3)

Spanish 461 Spanish Literature Since Neoclassicism (3)

Spanish 466 Spanish Phonology and Dialectology (3)

Spanish 467 Spanish Morphology and Syntax (3)

Spanish 468 Spanish-English Bilingualism and Language Contact (3)

Spanish 475T Senior Seminar: Topics in Spanish Peninsular Literature (3)

Spanish 485T Senior Seminar: Topics in Spanish American
Literature (3)

Spanish 556 Graduate Seminar: Spanish Poetry (3)

Spanish 557 Graduate Seminar: Spanish American Poetry (3)

Spanish 567 Graduate Seminar: Spanish American Novel (3)

Spanish 571 Graduate Seminar: Spanish Prose and Narrative Fiction (3)

Spanish 575 Graduate Seminar: Spanish Drama (3)

Spanish 576T Graduate Seminar: Hispanic Topics (3)

Spanish 598 Thesis (3-6)

Spanish 599 Independent Graduate Research (1-3)

Comprehensive Exams

All students are required to complete a reading list. Upon completion of all requirements, a final evaluation by a comprehensive written and oral examination must be taken to demonstrate mastery of the fields. The examination consists of three separate tests: Linguistics, Peninsular Literature, and Spanish-American Literature. If the candidate does not successfully complete all parts of the examination, the whole process must be repeated. The candidate may, with the approval of the graduate committee, repeat the examination, but only once within two years.

MASTER OF SCIENCE IN EDUCATION (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This program is multi-disciplinary, involving study in the fields of English, linguistics, education, anthropology, American studies, speech communication and psychology in order to provide the candidate with the requisite knowledge for success as an English as a Second Language (ESL) or English as a Foreign Language (EFL) teacher, resource specialist or program coordinator.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate degree from an accredited institution with a grade-point average of at least 2.5 in the last 60 semester units attempted, and good standing at the last institution attended. In addition, the candidate must have a 3.0 grade-point average in the major.

Prerequisites

- 1. Two years of one foreign language, or one year each of two different foreign languages or the equivalent with an average 3.0 GPA.
- 2. Foreign Language 301.
- 3. English 303 with a grade of B or better.
- 4. One of the following: American Studies 301, 345; Anthropology 300, 360; Speech Comm 320 or an equivalent culture course OR English 211, 212, 221, 222, 300 or an equivalent survey of English or American literature with a grade of B or better.

5. Linguistics 406 with a grade of B or better.

Oral and written proficiency in English to be determined at time of application. A minimum TOEFL score of 573 for paper based and 230 for computer based, and a minimum score of 50 on the Test of Spoken English are required for non-native English speaking applicants who completed their bachelor's degrees outside of the U.S.

Study Plan

The study plan must include 33 units of committee-approved course work: 18 units of core courses, three units of language pedagogy, nine units of electives, and three units for the practicum which includes a comprehensive examination. All TESOL students must obtain a minimum B grade in all core courses and a B average in all language pedagogy and elective courses combined.

Core Courses (18 units)

Foreign Language Education 400 Fundamentals in TESOL (3)

Foreign Language Education 509 Advanced Principles of TESOL (Listening/Speaking Focus) (3)

Foreign Language Education 510 Advanced Principles of TESOL (Reading/Writing Focus) (3)

Foreign Language Education 527 Second Language Acquisition (3)

Foreign Language Education 560 Second Language Assessment (3)

Foreign Language Education 595 Curriculum and Program Design for TESOL (3)

Language Pedagogy (3 units)

Foreign Language Education 515 Pedagogical Grammar and TESOL (3)

OR Foreign Language Education 520 Teaching Pronunciation and Oral Discourse in TESOL (3)

Electives (9 units)

Students select nine (9) units from one of the following three emphases: Language and Culture; Testing, Technology and Research; or Professional Education. All electives are at the 400- or 500- level. Prerequisites will be enforced.

Language and Culture Emphasis

Students may select from any of the Culture and Literature or Language and Linguistics electives. Complete titles and descriptions of courses can be found in the departmental course listings of this catalog.

Culture and Literature courses include:

Anthropology 412, 470

Chicano Studies 450, 480

Foreign Language Education 485T*, 545

Reading 560

Speech Communication 420, 422, 522

400-level adviser-approved American Studies course

400-500 level adviser-approved English or American literature course

Language and Linguistics courses include:

Anthropology 416

Foreign Language 468, 532 and if not taken as a Language Pedagogy course, 515 or 520

French/German/Japanese/Spanish 466

Japanese/Spanish 468

Linguistics 412, 417, 442, 505, 507, 508

Reading 514

Testing, Technology and Research Emphasis

Anthropology 401

Ed Elm 415, 511, 513, 519

Foreign Language Education 532

Linguistics 501

Psychology 461, 465

Reading 516

Professional Education Emphasis

Elementary education courses include:

Ed Elm 425, 500, 521, 529, 530, 531, 542, 553

Foreign Language Education 532

Reading 508

Secondary education courses include:

Ed Sec 410, 540D

Foreign Language Education 442, 485T*, 532

Adult/College education courses include:

English 402, 402S, 496, 590

Foreign Language Education 485T*, 532

Reading 507, 581

Culminating Experience (3 units)

Foreign Language Education 596 Practicum (3)

This course includes a written examination and may also include an oral comprehensive exam.

For further information, contact the TESOL graduate program adviser in the Department of Foreign Languages and Literatures.

MODERN LANGUAGE COURSES

Courses are designated as FLNG in the class schedule

196 Student-to-Student Tutorials (1-3) See index.

301 Writing in an Intercultural Context (3)

Prerequisite: Foreign Language 315, 316, or 325 of appropriate language major. Expository writing and research writing related to intercultural themes. This course meets the classroom portion of the upper-division writing requirement for foreign language majors.

^{*}As approved by adviser

495 Internship in Foreign Languages (3)

Prerequisites: the 310 and 311 course in the appropriate language and consent of instructor. Supervised field experience in multinational businesses locally or abroad. Daily use of a foreign language on the job and concurrent enrollment in a College of Business internship are required. Credit/No Credit Course.

496 Student-to-Student Tutorials (1-3)

See index.

MODERN LANGUAGE EDUCATION COURSES

Courses are designated as FLED in the class schedule.

099 Developmental Writing (3)

(Same as English 099)

400 Fundamentals in TESOL (3)

Prerequisite: completion of or concurrent enrollment in English 303 and Linguistics 406 or consent of instructor. Course prepares students for coursework offered in the M.S. TESOL and TESOL Certificate Programs and for careers in TESOL. Teacher trainees learn requisite skills for teaching ESL/EFL classes at all levels of instruction and to be professionals in the field.

442 Teaching Foreign Languages in the Secondary School (3)

Prerequisites: French, German, Japanese or Spanish 466; and admission to teacher education or consent of instructor. Principles, methods and materials of language learning and teaching. Includes lectures, activities and fieldwork. Required before admission to student teaching. Credit/no credit only.

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

449I Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

449S Seminar in Secondary Teaching (3)

Taken concurrently with FLED 449I. Seminar in teaching a single subject in secondary schools. Videotape analysis of teaching based on Teaching Performance Assessments. Taken Credit/No Credit. A "B" or better is required to receive a grade of credit.

468 Language Transfer and TESOL (3)

Prerequisites: junior standing or above, successful completion of French, German, Japanese or Spanish 466 and at least one 400-level Linguistics class. Exploration of the role of transfer in second language discourse, semantics, syntax, phonology, and writing. Applications of contrastive analysis and error analysis to language teaching.

509 Advanced Principles of TESOL: Listening/Speaking Focus (3)

Prerequisites: French, German, Japanese or Spanish 466 or Linguistics 406 and FLED 400 or consent of instructor. Overview of theories, methods and procedures for teaching listening and speaking skills to second language learners. Focus on planning and delivery of communicative ESL/EFL lessons. (Same as Linguistics 509)

510 Advanced Principles of TESOL: Reading/Writing Focus (3)

Prerequisites: French, German, Japanese or Spanish 466 or Linguistics 406 and FLED 400 or consent of instructor. Overview of theories, methods, and procedures for teaching functional and academic reading and writing skills to second language learners. Emphasis on planning and delivery of content-based ESL/EFL lessons. (Same as Linguistics 510)

515 Pedagogical Grammar in TESOL (3)

Prerequisites: English 303, Linguistics 406, FLED 400. Systematic approach to the theories and practical aspects of teaching grammar to non-native speakers of English within a communicative framework. Emphasis on the ordering, selection, and preparation of appropriate materials and activities. Expands on concepts introduced in FLED 400.

520 Teaching Pronunciation and Oral Discourse in TESOL (3)

Prerequisites: English 303, Linguistics 406, FLED 400. Course prepares teacher trainees with a working knowledge of phonological and oral discourse terms and concepts and explores strategies for designing and teaching ESL/EFL lessons that include attention to oral communication and pronunciation enhancement.

527 Second Language Acquisition (3)

Prerequisites: Spanish, French, Japanese or German 466 and Spanish 468; or FLED 468 or Linguistics 406 and FLED 400.

Methodology for research in second language acquisition and development; socio-linguistic and psycholinguistic patterns in bilingualism; interactions of language and culture in the language acquisition process.

532 Technology in Second Language Learning (3)

Prerequisites: FLED 400 or FLED 442 or valid teaching credential. Examination and discussion of key concepts and issues on educational technology relevant to teaching second languages. An exploration of theories, practices, and equipment currently used. Focus on uses of computers, the internet, videos, etc.

545 Teaching Culture in the Language Classroom (3)

Prerequisites: FLED 400. Provides a framework for teaching culture and value systems in the second language classroom. Emphasis on teaching patterns of culture, methods of cultural comparison, audiovisual materials and textbook evaluation.

560 Second Language Assessment (3)

Prerequisites: FLED 509 and 510. Theories, issues, basic statistical concepts in second language testing and techniques for second language assessment. Practice in analyzing commercial language tests and in constructing tests for classroom use.

595 Curriculum and Program Design for TESOL (3)

Prerequisites: FLED 400, 509 and 510. Approaches for curriculum planning in TESOL. Instruction in needs assessment, goal setting, syllabus design, and program evaluation. Students will produce projects for a specific group and setting.

596 TESOL Practicum (3)

Prerequisites: completion of the appropriate program core courses (TESOL Certificate or M.S. Education-TESOL) and consent of instructor or adviser. Teaching English to speakers of other languages at Cal State Fullerton or in other schools. Supervised by instructor and supervisors. Seminar meetings by arrangement. May be repeated for credit.

599 Independent Graduate Research (1-3)

Prerequisites: graduate standing and consent of instructor.

Supervised research projects in teaching English to speakers of other languages (TESOL). May be repeated for credit.

ARABIC COURSES

Courses are designated FLAR in the class schedule.

101 Fundamental Arabic-A (4)

Introduction to essentials of Modern Standard Arabic vocabulary and structures. Emphasis on basic reading, writing, and conversational skills using culturally appropriate language. Conducted primarily in Arabic. NOT FOR EDUCATED NATIVE SPEAKERS.

102 Fundamental Arabic-B (4)

Arabic 101 or equivalent. Continuation of systematic introduction of fundamental vocabulary and grammatical structures of Modern Standard Arabic. Emphasis on sustained development of reading/writing and speaking skills along with considerations of Arabic culture. Conducted primarily in Arabic.

CHINESE COURSES

Courses are designated FLCH in the class schedule.

100 Introduction to Chinese Conversation (3)

Introduction to spoken Mandarin Chinese, with emphasis on vocabulary development, use of common phrases and sentences, and culturally appropriate language at beginning levels. Conducted primarily in Chinese.

101 Fundamental Chinese-A (5)

Chinese 101 is designed for non-native speakers of Chinese.

Development of listening and reading comprehension and speaking.

Introduction of writing and development of cultural awareness to communicate on a basic level. Conducted primarily in Chinese.

102 Fundamental Chinese-B (5)

Prerequisite: Chinese 101 or equivalent. Chinese 102 is designed for non-native speakers of Chinese. Continued development of listening and reading comprehension, speaking and writing to communicate on a basic level. Conducted primarily in Chinese.

201 Mandarin Chinese for Chinese Speakers-A (3)

Prerequisites: elementary high oral competency, able to read and write at least 500 characters or consent of the instructor. The course will expand learners oral competencies and will develop their reading and writing up to 800 characters. Conducted primarily on Chinese.

202 Mandarin Chinese for Chinese Speakers-B (3)

Prerequisites: elementary high oral competency, able to read and write at least 800 characters or consent of the instructor. The course will expand learners oral competencies and will develop their reading and writing up to1200 characters. Conducted primarily on Chinese.

310 Mandarin Chinese in the Business World (3)

Prerequisite: intermediate low competency in reading, writing, and speaking of Mandarin Chinese. (Testing may be required.) Designed to give students a working knowledge of oral and written Mandarin Chinese business language. Emphasis on cultural, social, and economic contexts of business procedures; business correspondence, conversation between business partners, and the language of advertising. Conducted in Chinese.

311 Mandarin Chinese for International Business (3)

Prerequisite: intermediate middle competency in reading, writing and speaking of Mandarin Chinese. (Testing may be required.) Designed to expand students' vocabulary, reading comprehension and oral and written analysis of materials dealing with cultural, social, economic and political realities in the Chinese-speaking business world. Overview of the Chinese economy, major trade relations and business practices. Conducted in Chinese.

315 Introduction to Chinese Civilization (3)

Prerequisite: intermediate high competency in reading, writing, and speaking Mandarin Chinese; Chinese 202 or equivalent. (Testing may be required.) The social, intellectual and artistic heritage of Chinese civilization. Reading and discussion of characteristics of Chinese civilization while strengthening linguistic facility in Mandarin Chinese. Conducted in Chinese.

325 Contemporary Chinese Culture (3)

Prerequisite: intermediate high competency in reading, writing, and speaking Mandarin Chinese; Chinese 202 or equivalent. Testing may be required. Reading and discussion to develop understanding of the social, political, economic and intellectual problems, trends and issues of present-day China while strengthening linguistic ability in Mandarin Chinese. Conducted in Chinese.

FRENCH COURSES

Courses are designated FLFR in the class schedule.

101 Fundamental French-A (5)

This first course systematically introduces essentials of the French language: fundamental vocabulary and grammatical structures. Conversational and reading/writing skills are equally stressed, and relevant cultural aspects are considered. Practice in the language laboratory required. Taught in French. (CAN FREN 2)

102 Fundamental French-B (5)

Prerequisite: French 101 or equivalent. Continuation of systematic introduction of fundamental vocabulary and grammatical structures. Equal emphasis on speaking and reading/writing skills is maintained, along with considerations of French culture. Practice in the language laboratory is required. Taught in French. (CAN FREN 4; CAN FREN SEQ A = French 101 and 102)

203 Intermediate French-A (3)

Prerequisite: French 102 or equivalent. Intensive practice in conversation and composition involving intermediate-level use of language and further exploration of French culture. Concurrent enrollment in French 213 is recommended. Practice in the language laboratory is required. Taught in French. (CAN FREN 8)

204 Intermediate French-B (3)

Prerequisite: French 203 or equivalent. Intensive review of grammatical structures, with a view to developing mastery of conversational and compositional skills at the intermediate level. Concurrent enrollment in French 214 is recommended. Practice in the language laboratory is required. Taught in French. (CAN FREN 10; CAN FREN SEQ B = French 203 and 204)

213 Intermediate Diction and Phonetics (2)

Prerequisite: French 102 or equivalent. Analysis of particular problems in pronunciation. Practice in accurate pronunciation of cultural and literary materials. Concurrent enrollment in French 203 is recommended. Taught in French.

214 Intermediate Conversation and Composition (2)

Prerequisite: French 203 or equivalent. Discussion and practice in written expression based on cultural and literary materials. Concurrent enrollment in French 204 is recommended. Taught in French.

300 Advanced Oral Expression and Phonetics (3)

Prerequisite: French 204 or equivalent. Development of oral control of the language through discussions, oral presentations, dialogues/ debate, and further study of phonetics. Vocabulary development in areas of student concerns. Conducted in French.

307 Advanced Composition and Grammar (3)

Prerequisites: French 204 and 214 or equivalent. Help students achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression, and thoughtful compositions. Grammar emphasizes verbal structures, sequence of tenses, and moods. Conducted in French.

308 Advanced Composition and Grammar (3)

Prerequisites: French 204 and 214 or equivalent. Help students achieve advanced levels of oral and written expression. Literary materials provide a basis for discussions, systematic study of complex modes of expression, and thoughtful compositions. Grammar emphasizes relational aspects: Prepositions, conjunctions, and adjectival agreement. Conducted in French.

310 French in the Business World (3)

Prerequisites: French 204 and 214 or equivalent. Designed to give students a working knowledge of business language (oral and written) in the French-speaking world. Emphasis on cultural and sociological contexts of business procedures. Use of appropriate current periodicals and electronic resources. Conducted in French.

311 French for International Business (3)

Prerequisites: French 204 and 214 or equivalent. Designed to give students experience in reading comprehension and analysis of materials dealing with economic and political realities of international trade in the French-speaking world. Use of appropriate current periodicals and electronic resources. Conducted in French.

315 Origins of Modern France (3)

Prerequisite: French 204 or equivalent. The social, intellectual and artistic origins of French civilization: the medieval world-view transformed by the Renaissance; feudal society becoming the ancient regime. Literary selections will be read in modern French. Conducted in French.

325 Contemporary French Civilization (3)

Prerequisites: French 204 and 214 or equivalent. Contemporary French culture organized along the lines of economics, geography, political life, social and artistic institutions. Current events are illustrated by recent documents (TV news, internet, videos, articles, films) and activities including group presentations and debates. Conducted in French.

375 Explorations in Literature (3)

Prerequisites: French 204 and 214 or equivalent. Promotes deeper understanding and appreciation of French literary texts. Each genre (narrative, dramatic, poetic) introduces students to great writers. In-depth study of selected works initiates students to critical modes of reading and tools for literary analysis. Conducted in French.

407 French Film (3) A series and the series of the series

Prerequisite: French 307 or 308 or equivalent. The developing art of the French film, with special emphasis on the many roles of language. Subjects treated include: montage, visual/verbal meaning, literary/cinematic narrative, non-realistic language, read language, non-narrative continuity. Conducted in French.

408 Advanced Writing: Syntax and Morphology (3)

Prerequisite: French 307 or 308 or equivalent. Promotes mastery of forms and structure of the French language. Analysis and guided composition of various styles of discourse. Detailed study of mood, sequence of tenses, voice, aspects, and nuances of meaning.

409 Techniques of French-English Translation (3)

Prerequisite: French 307 or 308 or equivalent. An overview of theories of translation; examination of several types and examples of translation (technical to literary). Major emphasis on actual translation from English to French and French to English.

415 French Classicism (3)

Prerequisites; French 307 and 375. The decisive moment in French experience. Focus on literature of the Classic period (1660-1685), but open at both ends to include the formation and perenniality of French Classicism, Conducted in French.

425 French Romanticism (3)

Prerequisites: French 307 and 375. The revolution in feeling and intellect in 19th-century France. The Romantic period (1820-1850). May include material preceding or following those dates. Conducted in French.

435T Topics in French/Francophone Culture (3)

Prerequisites: French 307 or 308 and French 325 or equivalent. Examines different "texts" (cinema, the media, internet, literature, art) centered around cultural topics (e.g., "City and Country," "The Outsider"). Provides tools to understand French-speaking culture(s), from recent social issues to classic art and literature. Course may be taken up to three times with a different topic. Conducted in French.

466 Introduction to French Linguistics (3)

Prerequisite: French 307 or 308. Analytical procedures of general linguistics applied to French. Structural contrasts between French and English. The application of linguistic analysis to the teaching of modern foreign languages. Conducted in French.

470 French Literature & Power (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. An exploration of the socio-political dimensions of French literature throughout its history. Expressions of alliance with, or resistance to, the established political order will be studied from the medieval epic through 20th century literary texts. Conducted in French.

471 Literature and the Human Psyche (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. A study of psychological explorations in French literature through texts which provide insights into the human psyche and shape our notion of the self at different moments of French cultural history. A variety of works will be studied, from the Renaissance through the 20th century. Conducted in French.

472 Philosophical Exploration in Literature (3)

Prerequisites: French 307 or 308 and French 375 or equivalent. An exploration of the philosophical dimensions of French literature throughout its history. Interrogations about the human condition, and the role and place of human consciousness in the universe will be our guiding theme in texts ranging from the Renaissance through the 20th century. Conducted in French.

475 Seminar in 20th-Century French Literature (3)

Prerequisites: French 307, 315, and 375. A study of the transformation of genres in 20th century French literature (New Theatre, New Novel, New Criticism) leading to the re-examination of the institution of literature itself. Conducted in French.

485 Senior Seminar in French Studies (3)

Prerequisites: French 307, 315, 325, 375, and 470, 471 or 472. Students will develop an individualized research project to integrate and expand their knowledge and skills. They will analyze and synthesize, debate, and evaluate their own and other students' projects on social, literary, linguistic, cultural, and/or philosophical issues related to the French-speaking world. May be repeated for credit with different topic.

499 Independent Study (1-3)

Supervised projects in French language, linguistics, culture, or literature. Consent of the instructor and department chair required.

May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: graduate standing. The course is devoted to (1) a comparative analysis of English and French linguistic structures systematically applied in exercises and translations, and (2) analysis of style in French with discussion of styles in a variety of literary and non-literary texts. Conducted in French.

520 Graduate Seminar: Old French (3)

Prerequisite: graduate standing. Readings in the medieval literature of northern France. A variety of dialects and centuries. Conducted in French.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: French 466 or consent of instructor. Some previous study of Latin recommended. Introduction to the principles of historical linguistics. Primary emphasis on the transformation of classical Latin (phonology, morphology, syntax and lexicon) into contemporary French. Conducted in French.

557 Graduate Seminar: French Poetry (3)

Prerequisite: graduate standing. An exploration of poetry of French expression which will focus on specific poets or poetic movements while situating them in their historical context. Various critical strategies may be used to analyze the selected works. Conducted in French.

571 Graduate Seminar: French Prose (3)

Prerequisite: graduate standing. An exploration of the narrative genre in French which will focus on specific texts or movements while situating them in their historical context. Various critical strategies may be used to analyze these texts. Conducted in French.

575 Graduate Seminar: French Drama (3)

Prerequisite: graduate standing. A chronological overview of French drama. This course also treats, in each period, relationships between society, dramatic and theatrical forms, typical thematic content of plays, and the social role of theatre. Conducted in French.

576T Graduate Seminar: Major Writers (3)

Prerequisite: graduate standing. May be repeated for credit Conducted in French.

579 Francophone Literature (3)

Prerequisite: graduate standing, Exploration of the Francophone literatures (Quebec, West Indies, Meghreb and black Africa) since the 1950s. Course will concentrate on linguistic, artistic, and sociopolitical issues raised in the literature of these ex-colonies. Conducted in French.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3)

Prerequisites: fluency in French, graduate standing, and consent of instructor. Supervised research projects in French language, linguistics, culture, or literature. May be repeated for credit.

GERMAN COURSES

Courses are designated FLGM in the class schedule.

101 Fundamental German-A (5)

Development of listening and reading comprehension, speaking, and cultural awareness to communicate on a basic level. Included is an introduction to customs and culture of German-speaking countries. Conducted primarily in German.

102 Fundamental German-B (5) (2) Assessment Jatuszus hauft 101

Prerequisite: German 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of customs and culture of German-speaking countries. Conducted primarily in German.

203 Intermediate German-A (3)

Prerequisite: German 102 or equivalent. Development of listening comprehension and speaking. Emphasis on vocabulary building and developing conversational skills. Conducted in German. May be taken concurrently with German 204, 213 or 214.

204 Intermediate German-B (3) (7) Assessment stationers and 100

Prerequisite: German 102 or equivalent. Development of listening and reading comprehension and writing. Emphasis on vocabulary building and developing writing competency. Conducted in German. May be taken concurrently with German 203, 213 or 214.

Prerequisite: German 102 or equivalent. Development of reading comprehension using edited and basic authentic materials. May be taken concurrently with German 203 or 204. Conducted in German.

214 Intermediate Reading-B (2)

Prerequisite: German 213 or equivalent. Continued refinement of reading comprehension based on authentic materials. May be taken concurrently with German 203 or 204. Conducted in German.

299 Study (1-3)

Prerequisite: consent of instructor and department chair. Supervised study projects in the German language. May be repeated for credit.

300 German Conversation (3)

Prerequisites: German 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor. Development of oral competencies in the context of students' own or contemporary concerns. Conducted in German.

305 Advanced Conversation and Composition (3) hopeway 108

Prerequisites: German 204 or equivalent and intermediate competency. Open to lower-division students with consent of instructor.

Free oral and written expression. Conducted in German.

310 German in the Business World (3)

Prerequisites: German 203, 204, 213, 214 or equivalent and intermediate competency. Designed to give students a working knowledge of business language in the German-speaking world. Emphasis on business correspondence, conversation between business partners and the language of advertising. Conducted in German.

311 German for International Business (3)

Prerequisites: German 203, 204, 213, 214 or equivalent and intermediate competency; German 310 recommended. Emphasis on expanding reading comprehension through authentic texts and on building vocabulary of the German business world and overview of the German economy and business practices. Conducted in German.

315 Introduction to German Civilization (3)

Prerequisites: German 204 or equivalent and intermediate competency. Readings and discussions in German literature, arts and institutions to develop insights into German culture. Conducted in German.

325 Current Trends in Culture of German-Speaking Peoples (3)

Prerequisites: German 204 or equivalent and intermediate competency. Readings and discussion of German contributions to present-day civilization while strengthening facility with German language. Conducted in German.

335 Introduction to Literature (3) shall be and all become and

Prerequisites: German 305 and advanced competency. Introduction to the art of literature in a cultural context. Analysis and interpretation of various texts. Conducted in German.

399 German Phonetics (3) homeophysical to the second distribution of the se

Prerequisite: intermediate competency. Analysis of students' pronunciation and intensive practice of phonetic patterns including intonation. Development of conversational competency. May be repeated for credit; but may count only once toward German major.

400 Advanced Conversation Practice and Vocabulary Expansion (3)

Prerequisite: German 305 or consent of instructor. Intensive oral practice with emphasis on vocabulary expansion. Conducted in German.

405 Advanced Writing and Speaking (3)

Prerequisite: German 305 or consent of instructor. Practice in writing on various topics in detail, in expressing hypotheses and presenting arguments or points of view accurately and effectively. Emphasis on development differences of formal and informal style. Conducted in German.

430 German Literature and Culture to the Baroque (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. Masterpieces of German literature from the Hildebrandslied to Der and Abenteuerliche Simplicissimus and their relationship to cultural, bistorical and intellectual developments between ca. 800-1670 A.D. Conducted in German.

450 19th-Century German Literature and Culture (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. 19th-century German literature from Romanticism to Naturalism. Decisive philosophic, political and economic influences. Conducted in German.

460 20th-Century German Literature and Culture (3)

Prerequisites: German 305, 315, and 335, or consent of instructor. Major German prose, drama and poetry of the 20th century. Conducted in German.

466 Introduction to German Linguistics (3)

Prerequisite: German 305 or consent of instructor. Analytical procedures of general linguistics as applied to German. Structural contrasts between German and English. The application of linguistic analysis to the teaching of modern foreign languages.

482 German Literature and Culture in Film (3)

Prerequisite: advanced standing in literature or consent of instructor. A critical study of literary works and their film adaptations as well as a critical analysis of film as communication. May be repeated for credit with different film syllabus.

485T Senior Seminar in German Literature (3)

Prerequisite: senior standing in German. Research and discussion of a literary movement, a genre or an author. Subject varies and is announced in the class schedule. May be repeated for credit with different topic. Conducted in German.

499 Independent Study (1-3)

Supervised research projects in German language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: consent of instructor. The course concentrates on a comparative, rhetorical analysis of German and English linguistic structures systematically applied in exercises and translations. It also examines varieties of styles of writing by analyzing literary as well as non-literary texts. Conducted in German.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisites: German 466 and consent of instructor. Introduction to the principles of historical linguistics. Primary emphasis on the development of German from Indo-European to contemporary German by examining phonological, morphological and syntactical changes through the centuries. Conducted in German.

571T Graduate Seminar: German Literature (3)

Prerequisite: consent of instructor. An exploration of various genres in German which focus on specific texts or movements within a cultural context. May be repeated for credit with a different topic.

Conducted in German.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3) 1000 mobile of the 1907

Prerequisites: advanced competency and consent of instructor.

Supervised research projects in German language or literature.

May be repeated for credit.

JAPANESE COURSES

Courses are designated FLJP in the class schedule.

100 Japanese Conversation for Beginners (3)

An introduction to spoken Japanese, with emphasis on vocabulary development at the beginning levels. This course is for students who would like to learn conversational Japanese without having to learn the writing system.

101 Fundamental Japanese-A (5) (6) & name of lamana band

Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to Japanese customs, culture, and civilization. (CAN JAPN 2)

102 Fundamental Japanese-B (5)

Prerequisite: Japanese 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of Japanese customs, culture, and civilization. (CAN JAPN 4; CAN JAPN 1970 SEQ A = Japanese 101 and 102)

203 Intermediate Japanese-A (5) (8) 4-mm and stablemental 400

Prerequisite: Japanese 102 or equivalent. Development of listening and reading comprehension, and oral and written practice in Japanese based on cultural and literary materials. Review of grammar. Conducted in Japanese.

204 Intermediate Japanese-B (5)

Prerequisite: Japanese 203 or equivalent. Instruction in reading, writing, speaking and listening in Japanese. Audio-lingual assignments in the language laboratory. Conducted mostly in Japanese.

299 Directed Study (1-3)

Prerequisite: Japanese 102 or equivalent. Supervised study projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

305 Advanced Japanese-A (3)

Prerequisite: Japanese 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

306 Advanced Japanese-B (3)

Prerequisite: Japanese 204 or equivalent. Practice in four skills of advanced Japanese emphasizing reading comprehension in the context of contemporary concerns. Conducted in Japanese.

307 Advanced Spoken Japanese (3) Mollars and Assans that 201

Prerequisite: Japanese 204 or equivalent. Emphasis on the spoken aspect of advanced Japanese through dialogues, discussions and oral presentations in the context of contemporary concerns. Conducted in Japanese.

310 Japanese for Business (3) Discourant CLS

Prerequisite: Japanese 204 or consent of instructor. Designed to acquaint the student with the practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Japanese business world. Conducted in Japanese.

311 Japanese for International Business (3)

Prerequisite: Japanese 204 or consent of instructor. Acquisition of vocabulary and language structures for Japanese in the international business world and related economic situations. Emphasis on comprehension of business terminology through conversation, reading, and writing. Conducted in Japanese.

315 Introduction to Japanese Civilization (3)

Prerequisite: Japanese 204 or equivalent or consent of instructor. Readings and lectures in Japanese literature, arts, and institutions from earliest history to 1868, to develop insights into Japanese culture while strengthening facility in the language. Conducted in Japanese.

316 Modern Japan (3)

Prerequisites: Japanese 204 and 315 or consent of instructor.

Readings and lectures in Japanese literature, arts, and institutions from 1868 to the present, to develop insights into Japanese culture while strengthening facility in the language. Conducted in Japanese.

375 Introduction to Literary Forms (3)

Prerequisite: Japanese 306 or consent of instructor. Introduction to literary forms and concepts of literary techniques. Analysis and interpretation of various texts. Conducted in Japanese.

440 Introduction to Modern Japanese Literature (3)

Prerequisite: Japanese 375 or consent of instructor. The literary use of language, literary creation, reading, and critical evaluation of literary works. Reading excerpts of modern Japanese literary works with lectures on different trends of various schools. Conducted in Japanese.

466 Introduction to Japanese Linguistics (3)

Prerequisite: Japanese 306 or equivalent. Analytical procedures of general linguistics as applied to phonological, semantic, morphological, syntactic and discourse aspects of Japanese. Conducted in Japanese.

468 Japanese-English Contrastive Analysis (3)

Prerequisites: Japanese 306 and 466 (may be taken concurrently) or equivalent. Contrastive analysis of phonological, lexical, syntactic and discourse aspects of Japanese and English. Conducted in Japanese.

485T Senior Seminar: Variable Topics in Japanese (3)

Prerequisites: Japanese 375 and at least one 400-level course in Japanese or consent of instructor. Research and discussion of a cultural, literary or linguistic theme. Subject varies and is announced in the class schedule. May be repeated for credit with a different topic.

499 Independent Study (1-3)

Supervised projects in Japanese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

PORTUGUESE COURSES

Courses are designated FLPR in the class schedule.

101 Fundamental Portuguese-A (4)

Prerequisite: prior successful study of another Romance language. Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Portuguese-speaking countries. Conducted in Portuguese.

102 Fundamental Portuguese-B (4)

Prerequisite: Portuguese 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Further study of customs, culture, and civilization of Portuguese-speaking countries. Conducted in Portuguese.

310 Portuguese in the Business World (3)

Prerequisites: Portuguese 102 or consent of instructor. Emphasis on practical business-related terminology and on the cultural and socio-political contexts of doing business in Portuguese-speaking countries. Conducted in Portuguese.

317 Advanced Conversation and Composition (3)

Prerequisite: Portuguese 102 or equivalent or consent of instructor. Emphasis on free oral and written expression. Conducted in Portuguese.

320 Introduction to Luso-Brazilian Culture and Civilization (3)

Prerequisites: Portuguese 310 or 317 or equivalent, good reading knowledge of Portuguese or consent of instructor. The main currents of Portuguese culture and civilization and Brazil's intellectual and artistic development from discovery to independence. Conducted in Portuguese.

325 Contemporary Brazilian Civilization (3) 1000 Don 100

Prerequisite: Portuguese 310 or 317 or equivalent. Readings and discussion to develop understanding of the social and intellectual problems, trends, and contributions to Brazil since independence. Present-day Brazil. Conducted in Portuguese.

499 Independent Study (1-3)

Supervised projects in Portuguese language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

SPANISH COURSES

Courses are designated FLSP in the class schedule.

101 Fundamental Spanish-A (5)

Development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Spanish-speaking countries. Conducted primarily in Spanish.

102 Fundamental Spanish-B (5)

Prerequisite: Spanish 101 or equivalent. Continued development of listening and reading comprehension, speaking, writing, and cultural awareness to communicate on a basic level. Included is an introduction to customs, culture, and civilization of Spanish-speaking countries. Conducted primarily in Spanish. (CAN SPAN 4; CAN SPAN SEQ A = Spanish 101 and 102)

105 Intensive Review of Fundamental Spanish (5)

Prerequisite: prior experience equivalent to Spanish 101 and 102 or three years of high school Spanish taken two or more years ago. Intensive course to develop listening and reading comprehension, speaking, writing, and cultural awareness necessary to communicate on a basic level. Conducted primarily in Spanish.

111 Fundamentals Spanish for Educators-A (3)

Prerequisite: teaching credential, admission to credential program, or consent of instructor. For educators with little or no formal study of Spanish. Development of all four language skills. Methodology emphasizes communicative competence. Special attention given to materials relevant to educators.

112 Fundamental Spanish for Educators-B (3)

Prerequisite: FLSP 111 or equivalent; and teaching credential, admission to teaching credential program; or consent of instructor. Continues development of all four language skills. Methodology emphasizes development of communicative competence. Special attention given to material relevant to educators.

201 Spanish for Spanish Speakers-A (3)

Prerequisite: consent of instructor. Intermediate course designed to strengthen student's existing communicate skills in Spanish. Emphasis on oral expression, vocabulary building, spelling, grammar, reading, and composition. Students may not receive credit for both Spanish 201 and 203. Conducted in Spanish.

202 Spanish for Spanish Speakers-B (3)

Prerequisite: consent of instructor. Intermediate course designed to further develop student's existing communicative skills in Spanish. Students may not receive credit for both Spanish 202 and 204 Conducted in Spanish.

203 Intermediate Spanish-A (3)

Prerequisite: Spanish 102 or equivalent. Development of listening and reading comprehension, speaking and writing Spanish based on cultural and literary materials. Emphasis on oral expression and developing correct pronunciation. Concurrent enrollment in Spanish 213 is recommended. Conducted in Spanish. (CAN SPAN 8)

204 Intermediate Spanish-B (3)

Prerequisite: Spanish 201 or 203 or equivalent. Continued development of listening and reading comprehension, practice in speaking and writing Spanish based on cultural and literary materials. Emphasis on vocabulary building and developing grammatical accuracy. Concurrent enrollment in Spanish 214 is recommended. Conducted in Spanish.

213 Intermediate Conversation (3)

Prerequisite: Spanish 102 or 105 or equivalent. Practice in oral expression. Concurrent enrollment in Spanish 203 is recommended.

Not open to students with proficiency in Spanish. Conducted in Spanish.

214 Intermediate Composition (3)

Prerequisite: Spanish 201 or 203 or equivalent. Practice in written expression based on cultural and literary materials. Concurrent enrollment in Spanish 204 is recommended. Conducted in Spanish.

299 Directed Study (1-3)

Prerequisite: Spanish 102 or equivalent. Supervised study projects in Spanish language or literature to be taken with consent of instructor and department chair. May be repeated for credit.

300 Spanish Conversation (3)

Prerequisite: Spanish 204 or equivalent. To develop oral control of the language in the context of student's own or contemporary concerns. Not open to those with native-like proficiency in Spanish.

301 Advanced Grammar and Composition (3)

Prerequisites: Spanish 204 and 214 or equivalent. Emphasis on grammar analysis and written expression. Conducted in Spanish.

310 Spanish in the Business World (3)

Prerequisites: Spanish 301, which may be taken concurrently, and Econ 201 and 202. Practical vocabulary and structure of business language, as well as the cultural background of business procedures in the Hispanic world. No credit toward Spanish major or minor. Conducted in Spanish.

311 Spanish for International Business (3)

Prerequisite: Spanish 310 or consent of instructor. Acquisition of vocabulary appropriate to the Hispanic business world and study of its economic institutions. Emphasis on reading comprehension, conversation and composition. No credit toward Spanish major or minor. Conducted in Spanish.

315 Introduction to Spanish Civilization (3)

Prerequisite: Spanish 301, which may be taken concurrently, or equivalent. Readings and discussions in Spanish literature, arts and institutions. Strengthening of facility in the language. Conducted in Spanish.

316 Introduction to Spanish-American Civilization (3)

Prerequisite: Spanish 301, which may be taken concurrently or equivalent. Readings and discussion in Spanish-American literature, arts and institutions. Strengthening of facility in the language.

375 Introduction to Literary Forms (3)

Prerequisite: Spanish 301 or equivalent. Introduction to literary forms and concepts of literary techniques and criticism. Analysis and interpretation of various texts. Strengthening of a student's abilities in reading, language and literary criticism. Conducted in Spanish.

400 Advanced Writing (3)

Prerequisite: two of the following: Spanish 315, 316, or 375. Exploration of a topic or theme to develop several language skills, especially writing, to broaden and deepen cultural awareness from a humanistic perspective, and to develop and refine critical, analytical, and creative writing competencies. Conducted in Spanish.

415 Contemporary Spanish Culture (3)

Prerequisite: Spanish 315 or consent of instructor. The culturalsocial, economical, political-characteristics of contemporary Spanish life. Conducted in Spanish. Not available for graduate degree credit.

416 Contemporary Spanish-American Culture (3)

Prerequisite: Spanish 316 or consent of instructor. The social, economic, artistic, and political aspects of contemporary life in Spanish America. Conducted in Spanish. Not applicable for graduate degree credit.

430 Spanish Literature to Neoclassicism (3)

Prerequisites: Spanish 315 and 375 or consent of instructor. Spanish literature from its beginnings to 1700. Representative works of each genre. Conducted in Spanish. Not applicable for graduate degree credit.

440 Spanish-American Literature to Modernismo (3)

Prerequisites: Spanish 316 and Spanish 375 or consent of instructor. Spanish-American literature to modernismo. Conducted in Spanish.

441 Spanish-American Literature Since Modernismo (3)

Prerequisites: Spanish 316 and 375 or consent of instructor. Spanish-American literature from modernismo to the present. Conducted in Spanish.

461 Spanish Literature Since Neoclassicism (3)

Prerequisites: Spanish 315 and 375 or consent of instructor. Representative works of Spanish literature from 1700 to the present. Conducted in Spanish.

466 Spanish Phonology and Dialectology (3)

Prerequisite: Spanish 301 or equivalent. Descriptive study of the phonology of Spanish, with specific focus on the sound system, suprasegmentals and connected speech. Description and analysis of the dialectal varieties of Spanish. Conducted in Spanish.

467 Spanish Morphology and Syntax (3)

Prerequisite: Spanish 301 or equivalent. The analytical procedures of general linguistics as applied to Spanish word and sentence structure. Conducted in Spanish.

468 Spanish/English Bilingualism and Language Contact (3)

Prerequisite: Spanish 467. Comprehensive study of topics related to Spanish-English Bilingualism and language contact. Analysis of the linguistic situation of the Hispanic groups in the United States within psycholinguistic, grammatical, and sociolinguistic theoretical frames. Conducted in Spanish.

475T Senior Seminar: Topics in Spanish Peninsular Literature (3)

Prerequisites: Spanish 375 or consent of instructor and senior standing in Spanish. Selected topics of the literature of Spain. Subject matter will change. May be repeated for credit. Conducted in Spanish.

485T Senior Seminar: Topics in Spanish-American Literature (3)

Prerequisites: Spanish 375 or consent of instructor and senior standing in Spanish. Selected topics of the literature of Spanish-America. Subject matter will change. May be repeated for credit. Conducted in Spanish.

499 Independent Study (1-3)

Supervised research projects in Spanish language, literature, culture, linguistics, or business to be taken with consent of instructor and department chair. May be repeated for credit.

500 Graduate Seminar: Advanced Structure and Style (3)

Prerequisite: Spanish 467 or equivalent. The course focuses on (1) a transformational analysis of Spanish syntactic structures, (2) a classic approach to grammar, and (3) analysis of style in different contemporary writers, following a linguistic approach. The course is complemented with exercises and translations from English to panish. Conducted in Spanish.

530 Graduate Seminar: Historical Linguistics (3)

Prerequisite: Spanish 466 or 467, or equivalent. Focus on the principles of historical linguistics as seen through the evolution of Classical Latin (phonology, morphology, syntax and lexicon) into contemporary Spanish. Conducted in Spanish.

556 Graduate Seminar: Spanish Poetry (3)

Prerequisite: Spanish 430 or 461 or equivalent. A chronological overview of Peninsular poetry with special attention on specific authors and movements. Conducted in Spanish.

557 Graduate Seminar: Spanish-American Poetry (3)

Prerequisite: Spanish 441 or equivalent. A chronological overview of Spanish-American poetry from 1888 (Latin American Modernism) to Vanguardist and present day poetry and "Anti-Poetry." Conducted in Spanish.

567 Graduate Seminar: Spanish-American Novel (3)

Prerequisite: Spanish 441 or equivalent. An historical overview of the development of the Spanish-American novel from the Colonial period (picaresque) to the Modern Experimental Novel. Conducted in Spanish.

571 Graduate Seminar: Spanish Prose and Narrative Fiction (3)

Prerequisite: Spanish 430 or 461 or equivalent. An in-depth study of major prose and narrative works from various historical periods of Spanish literature. Conducted in Spanish.

575 Graduate Seminar: Spanish Drama (3)

Prerequisite: Spanish 430 or 461 or equivalent. A chronological overview of Peninsular drama with emphasis on major authors and their most representative works. Conducted in Spanish.

576T Graduate Seminar: Hispanic Topics (3)

Prerequisite: Spanish 430 or 441 or 461 or equivalent. May be repeated for credit with different subject matter. Topics include: Contemporary Spanish Culture, Contemporary Spanish-American Culture, El Ensayo y La Critica Literaria Hispano-Americana. Conducted in Spanish.

598 Thesis (3-6)

Prerequisite: recommendation of student's graduate committee.

599 Independent Graduate Research (1-3)

Prerequisites: fluency in Spanish and consent of instructor.

Supervised research projects in Spanish language or literature.

May be repeated for credit.

VIETNAMESE COURSES

Courses are designated FLVT in the class schedule.

201 Vietnamese for Vietnamese Speakers-A (3)

Prerequisite: student must be able to sustain conversation. Consent of instructor. An intermediate course to develop communication through reading and writing and to improve oral communication.

202 Vietnamese for Vietnamese Speakers-B (3)

Prerequisite: advanced speaking competency. This course focuses on the development of reading/writing skills. A broad range of topics are studies and students write articles and letters as well as essays and reports on cross-cultural topics.



INTRODUCTION

Music is one of the most rewarding of all human endeavors, and the faculty and students in the Department of Music share a deep love for their art and a common desire to achieve excellence in it. The department offers a wide spectrum of degree programs and options with an overall emphasis in the area of performance. The curriculum provides basic preparation for careers in music or further graduate study, and is designed to provide a balanced education in the many facets of musical experience. Artist-teachers offer instruction in all areas of performance, while practicing composers and theorists teach courses in theory and active musicologists provide instruction in history and literature. It is the goal of the department to develop each student's musical and intellectual potential to the highest level of individual capability. California State University, Fullerton is fully accredited by the National Association of Schools of Music, and the Western Association of Schools and Colleges.

FACULTY

John Alexander, Eduardo Delgado, Marc Dickey, Mitchell Fennell, James N. (Kimo)
Furumoto, David Grimes, Bongshin Ko, John Koegel, Pamela Madsen, Todd Miller, Gordon
Paine, Katherine Powers, Lloyd Rodgers, Håkan Rosengren, Ernest Salem, Dennis Siebenaler,
Laurance Timm, Charles Tumlinson, Robert Watson, Vance Wolverton.

ADVISEMENT

All music majors are required to obtain advisement each semester. Area coordinators and other faculty serve as advisers, and students are assigned according to their area of concentration.

CREDENTIAL INFORMATION

The bachelor's degree in music may be effectively combined with subject matter studies necessary for the single subject teaching credential in music. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

INTERNATIONAL STUDY IN MUSIC

Through the CSU International Program (IP), music majors at CSUF have the opportunity to spend a year studying at the Trossingen State Conservatory of Music (Staatliche Hochschule für Musik, Trossingen) in southern Germany. Located at the southern end of the Black Forest, about twenty miles north of the Swiss border, the Trossingen Conservatory offers conservatory study in voice and all instruments. The school is particularly known for early-music performance. At least one semester of German is required. For more information, contact the department chair or the office of International Education and Exchange (UH 244).

REQUIREMENTS OF THE MUSIC DEPARTMENT

 All music majors are enrolled in the Bachelor of Arts degree program at the time of admission. Students may request a change in their degree objective to the Bachelor of Music upon completion of at least one semester of course work at the university, successful completion of a jury examination, and recommendation of the faculty in the appropriate area of concentration.

DEPARTMENT CHAIR

Vance D. Wolverton

VICE CHAIR

David Grimes

DEPARTMENT OFFICE

Performing Arts 262

PROGRAMS OFFERED

Bachelor of Arts in Music

Liberal Arts

Music Education

Music History and Theory

they may be approved

Bachelor of Music

Composition

Instrumental

Keyboard

Voice

Accompanying

Jazz and Commercial Music

Minor in Music

Master of Arts in Music

Music History and Literature

Music Education

Piano Pedagogy

Master of Music

Performance

Theory-Composition

Single Subject (Secondary) Credential

- Exceptional transfer students may be permitted to enter the B.M. program at the beginning of their first semester. Enrollment in the Bachelor of Music program is limited.
- Upon entering the university as a new music major or upon
 officially changing to a major in music, each student will present
 an audition in the appropriate principal performance area (instrument or voice) and a placement audition for class piano.
- 3. All students must pass proficiency examinations in traditional harmony (sight-singing, dictation, keyboard, and paperwork) and piano before being approved for graduation. Transfer students will fulfill the theory requirement by passing the entrance examination in theory; first-time students and transfers with insufficient preparation at entrance will normally take the examination in Music 211 The piano-proficiency requirement may be met by completion of Music 282B with a grade of "C" or better. Students planning to enter a teaching credential program are required to earn a "B" or better. Students whose principal performance area is piano satisfy the piano-proficiency requirement upon reaching 300 level in performance
- 4. Each music major must declare a single principal performance area, which must be approved by the faculty of that area upon completion of the entrance audition. A successful audition is required for the student to receive state-funded applied-music instruction at the 100 (freshman) level. Instruction must commence in the student's first semester as a music major. The major of students whose audition does not qualify them to receive instruction at the 100 level will be changed administratively from music to "undeclared." A new student must meet all university admission requirements and be fully matriculated into the university no later than one week before the beginning of classes in order to receive state-funded applied music. In order to be approved for graduation, each student must achieve at least the 300 level of proficiency in the principal performance area. B.A. Liberal Arts-option students who elect project alternative 2 (Music 497: Project) need reach only the 200 level.
- 5. Each music major is required to present one or more recitals or a project appropriate to the degree program before being approved for graduation. The project option is available only in the Liberal Arts and Music History and Theory options of the Bachelor of Arts degree. Recitals at the 300 level of performance are designated Music 398; recitals at the 400 level of performance are designated Music 498. See the sections below on the Liberal Arts and Music History and Theory options for recital/project information applicable to those degrees.
- 6. Undergraduate music majors are required to participate in a major performance ensemble (Music 361) and complete it with a grade of "C" or better each semester of residence as follows:
 - a. Students who declare a wind instrument or percussion as the principal performance area must register for band; students who declare a string instrument as the principal performance area must register for orchestra; students who declare voice as the principal performance area must register for choir. Students accepted into the Bachelor of Music program in Jazz and Commercial Music will register for Jazz Ensemble. A student whose principal performance area is keyboard or classical guitar

- must register for one of the above major performance ensembles, according to the student's qualifications and subject to audition.
- b. A music major who has been admitted into the Bachelor of Music program in composition, keyboard, or classical guitar and who has participated in a major performance ensemble for at least five semesters (a minimum of two semesters at California State University, Fullerton), may thereafter substitute chamber music and/or small performance ensembles (Music 362, 363, 386) to satisfy the departmental major performance ensemble (Music 361) requirement.
- The educational purpose of the requirement that all music majors participate in an appropriate major performance ensemble during each semester of residence is to permit each student to experience the highest level of ensemble musicmaking commensurate with the student's skill. To this end, the CSUF choir and band programs are of the traditional graded structure. University Singers (361E) and Wind Ensemble (361F) are for the more advanced students; Men's Chorus (361M), Symphonic Band (361C) and Women's Choir (361W) are for students of less skill or experience. Placement in bands, orchestra, and choirs will be based on student abilities determined by the directors of those ensembles. Music majors will be assigned to the ensemble for which they are best qualified. A student does not have the option of satisfying the requirements for participation in a major performance ensemble by enrolling in an ensemble intended for those of less ability or experience.
- d. A student who has completed state-funded lessons, who is not taking lessons at all, or who is taking fewer than six units of music must still be in an appropriate major performance ensemble.
- 7. Applied-music study in the principal performance area is required as stipulated under the requirements for each degree program. The following conditions apply:
 - a. If a student pursuing the Bachelor of Arts degree or the Bachelor of Music degree reaches the 300 level in the principal performance area before the required units in applied music are completed, Music Department electives may be substituted for the remaining applied-music units.
 - b. In addition to the six units of applied music required in the principal performance area, Bachelor of Music students in the Composition concentration must complete six units of applied composition (including the 498 recital) after taking Music 422. The 498 recital will consist of a presentation of the student's own compositions.
 - c. Students pursuing the Bachelor of Music degree in any option except Composition must achieve the 300 level in performance before giving the 398 recital and 400 level in performance before giving the 498 recital. Recital approval will be given only to students who are currently studying with CSUF applied music faculty. Specific information on jury-level criteria is available from the Music Department office.
 - In order to qualify for state-funded applied music (including Music 398 and Music 498 recitals), an undergraduate student

must currently be enrolled for a minimum of six units of music classes (including applied music), at least two of which must be in an academic area, i.e., any course other than performing ensembles and applied music. (A student needing fewer than six units of music classes to graduate will not be required to take extra units to meet the six-unit requirement and will receive applied instruction if otherwise qualified.) In addition, the student must be enrolled in the appropriate major performance ensemble, as stipulated in section 6 above. If the student receives a grade of "D," "F," or "U" in applied music or in the major performance ensemble, or if the student fails to complete six units of music classes as described above, applied lessons will be withheld in the subsequent semester. A student who fails applied music must present an acceptable reinstatement audition before state-funded lessons will be resumed. Students are limited to a maximum of three semesters of applied music at a given level of performance. Applied music may be denied for failure to make satisfactory progress within the degree.



- e. Students in the B.A. program are eligible for a maximum of eight units of state-funded applied music (398 and 497 included). B.M. students are eligible for a maximum of 14 units (398 and 498 included).
- 8. Senior transfer students or graduate students in music entering to complete the Single Subject Matter Preparation Program (SSMPP) are expected to complete a minimum of one semester of upper-division course work in music with a GPA of at least 3.0 before they may be approved for admittance to teacher education. Required courses and competencies must be satisfied before the faculty committee will consider endorsing the student's acceptance into the credential program.
- 9. To be approved for graduation, a music major must maintain a 2.5 GPA in all music coursework that is to be used to meet degree requirements. In addition, a student must earn a grade of "C" or better in all music courses required for the Bachelor of Arts in Music or Bachelor of Music degree.
- 10. All requests for exceptions to departmental or curricular requirements must be directed by petition in advance to the department chair.

MUSIC DEGREE PROGRAMS

The Department of Music offers a variety of courses that lead to baccalaureate and graduate degrees in teaching and other professions. The baccalaureate degree may be earned in either of two degree programs (Bachelor of Arts or Bachelor of Music). Within these programs, a student will pursue a concentration in Liberal Arts, Music History and Theory, Music Education, Performance, Composition, or Accompanying.

The Bachelor of Arts requires a minimum of 120 units and the Bachelor of Music, a minimum of 132 units. This includes courses for the major, general education, all-university requirements, and free electives.

BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts in Music shall consist of no fewer than 50 units of music, of which at least 29 shall be upper-division (300 level and above). All Bachelor of Arts students must complete the core requirements listed immediately below as well as the additional coursework needed for one of three concentrations: Liberal Arts, Music History and Theory, or Music Education.

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351A,B, or C) (5 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 361 A, C,E,F,M,W as appropriate to the concentration and emphasis)

LIBERAL ARTS CONCENTRATION (50 UNITS)

This concentration is particularly appropriate for the student who wishes to obtain a solid liberal arts education with a specialization in music, as well as for students who wish to pursue careers in the music industry other than performance and teaching.

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351 (5 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 361A,C,E,F,M,W) (4 units)*

Additional Requirements (23 units)

Music theory (Music 316, 320 or 418, and 323; or 422) (4-6 units)

Music history (Music 351A,C) (6 units)

Conducting (Music 382A or 383A) (2 units)

Senior recital or project (Music 398 or 497) (1 unit)

Music literature (from Music 453A through 459A inclusive) (2 units)

Electives in Music (6 units): (minimum of 6 units upper-division; no more than 2 units of Music 193-493)

Senior Project

Two alternatives, each with a different focus and prerequisite, are available to the student:

Alternative 1 (Music 398: Recital): Prerequisite is achievement of 300 applied-music level in the area of principal performance one semester before the semester in which the student plans to present the recital. The student will present a brief recital in a regular recital time or in the appropriate workshop (at faculty discretion).

^{*}Required of all music majors every semester of residence. (See "Introduction," item 6.)

Alternative 2 (Music 497: Project): Prerequisite is achievement of 200 applied-music level the semester before the semester in which the student plans to present the project. The student will prepare a special project in the senior year that will culminate in a lecture, lecture-recital, or other form of public presentation. To the greatest extent possible, this project should be an independent investigation into an area of special interest and should involve minimal faculty guidance. The public presentation will be evaluated by a faculty committee, as is the case with senior recitals, and must be approved by that committee prior to graduation.

The recital will be included when calculating the student's quota of state-funded applied-music lessons.

MUSIC HISTORY AND THEORY CONCENTRATION (50 UNITS)

This concentration is designed as a balanced program in music history and theory and provides suitable preparation for advanced degrees in theory, literature, or musicology.

It also provides basic preparation for advanced study in other fields, such as musical acoustics, music therapy, ethnomusicology, library science in music, and music in industry and recreation.

Students seeking the concentration in Music History and Theory must submit a paper to the music history or theory coordinator not later than the beginning of their junior year. Acceptance into the degree program is contingent on the submission of a satisfactory paper.

Allied Requirement for the Music History and Theory Concentration:

Foreign language proficiency, preferably German, to be satisfied as described under the requirements for the Bachelor of Music, Voice concentration.

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351B) (5 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 361A,C,E,F,M,W) (4 units)*

Additional Requirements (23 units)

Music theory (Music 316, 320 or 418, 419, 420) (8 units)

Conducting or composition (Music 382A or 383A or 422) (2 units)

Music History (Music 351A,C; 462) (9 units)

Project-proposal preparation (Music 499) (1 unit)

Music history or theory project (Music 497) (1 unit)

World Music (Music 462) (3 units)

MUSIC EDUCATION CONCENTRATION

The emphases in instrumental, choral, and elementary music are designed to provide comprehensive, rigorous preparation for teaching in the California public schools.

Students intending to teach music in the California public schools must complete the B.A. in Music Education and certain additional courses and competence examinations to meet the requirements of the Subject Matter Preparation Program (SMPP). (See below, Earning a Teaching Credential.) Completion of the SMPP leads to consideration for acceptance into the Single-Subject Credential Program in Music

(which includes student teaching). Subsequent completion of the Credential Program then earns the student a credential (license) from the State of California to teach music in California public schools, grades K-12.

Instrumental Emphasis (50 units)

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351B) (5 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 361A,C,F) (4 units)*

Additional Requirements (23 units)

Orchestral instruments (Music 281B,P, S,W) (4 units)

Music theory (Music 320, 323) (4 units)

Conducting (Music 382A,B) (4 units)

Music history (351A or C, 462) (6 units)

Chamber music (363B,G, S, W, X) (4 units)

Recital (Music 398) (1 unit)

Choral Emphasis (50 units)

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 211, 122, 221, 319) (14 units)

Music history and literature (Music 151; 351B) (5 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 361E,M,W) (4 units)*

Additional Requirements (23 units)

Orchestral instruments (Music 284) (1 unit)

Music history (Music 351A or C; 462) (6 units)

Conducting (Music 383A,B) (4 units)

Literature and pedagogy (Music 354, 468) (4 units)

Chamber music (Music 362V, 363V) (2 units)

Recital (Music 398) (1 unit)

Electives in Music (5 units)

General Music Emphasis (50 units)

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351) (5 units)

Principal performance area (applied music) (4 units)

Major performance ensemble (Music 361A,C,E,F,M,W) (4 units)*

Additional Requirements (23 units)

Music theory (Music 320) (2 units)

Orchestral instruments (Music 284) (1 unit)

Music history (Music 351A or C; 462) (6 units)

Conducting (Music 383A,B) (4 units)

Music and Child Development (Music 333) (3 units)

Public School Choral Materials (Music 354) (2 units)

Chamber music (Music 362V, or 363V) (1 unit)

Recital (Music 398) (1 unit)

Electives in Music (3 units)

Piano Pedagogy Emphasis (63 units)

The emphasis in piano pedagogy is designed to provide rigorous preparation for individual and group piano instruction. It does not lead to a teaching credential for the California public schools.

Core Requirements for the Bachelor of Arts (27 units)

Music theory/musicianship (Music 109, 111, 112, 121, 122, 211, 221, 319) (14 units)

Music history and literature (Music 151; 351B) (5 units)

Principal performance area (Music 193, 293) (4 units)

Major performance ensemble (Music 361A,C,E,F,M,W) (4 units)*

Additional Requirements (36 units)

Music theory (Music 320)) (2 units)

Music history and literature (Music 351A,C; 454A,B) (10 units)

Keyboard ensemble (363K) (1 unit)

Applied piano (393) (3 units)

Conducting (382A OR 383A) (2 units)

Recital (398) (1 unit)

Piano Pedagogy/Practicum (467A,B,C; 477) (9 units)

Piano Pedagogy/Observation and Internship (466) (3 units)

Advanced MIDI, Harpsichord, Organ (2 units from 372, 373, 426)

Functional Skills for Keyboard Majors (385K) (2 units)

Piano-Vocal Collaboration (386) (1 unit)

EARNING A TEACHING CREDENTIAL

Students intending to teach music in the California public schools must demonstrate subject-matter competence prior to admission to the Single-Subject Credential program. This may be done either (a) by completing the coursework for the Subject Matter Preparation Program (SMPP) or (b) by passing subject-matter tests specified by the State of California and administered by the Educational Testing Service. In both cases, an interview and certain competence examinations administered by the Music Department must be passed prior to enrolling in the Single-Subject Credential Program in Music (which includes student teaching)

The following courses are prerequisite to admission to the Credential program for students who choose to complete SMPP coursework in lieu of taking the subject matter examination. These courses are intended to be taken concurrently with degree work.

Instrumental Emphasis (21 units)

Music Education 295 (1); 394A,B (2,2); 395A (1); 404 (3); Music 283 (1); 353 (2); 383A (2); 444 (2); EdSec 386 (3); Jazz experience: 2 units from Music 265A, 265B, 312, 361L, 361S, 469.

Choral Emphasis (15 units)

Music Education 295 (1), 394B (1), 395B (1), 404 (3), Music 333 (3), Music 380A,B, or C (1), 382A (2), EdSec 386 (3)

General Music Emphasis (13 units)

Music Education 295 (1), 394B (2), 395B (1), 404 (3), Music 380A,B, or C (1), 468 (2), EdSec 386 (3)

Prior to admission to the Single Subject Credential Program in Music, the student must have completed all SMPP requirements, including the bachelor's degree, or be within six units of finishing, with the recital (Music 398) completed. The student must plan so that any remaining classes for the SMPP (including the bachelor's degree) can be taken outside of public school hours.

Applicants for the Single Subject Credential Program in Music must also demonstrate functional ability in keyboard and voice. Vocal competence may be shown either by successful audition or completion of Music 283 (voice class) with a minimum grade of "B."

A minimum GPA is required for admission to the Single Subject Credential Program in Music. The precise requirement will vary slightly from year to year; it is currently 3.0.

The prospective student must completepass the CBEST (California Basic Education Skills Test) as well as an assessment interview with the Music Education faculty. In the interview the applicant is expected to demonstrate musical and interpersonal skills essential to music teaching, as well as an overall synthesis of learning.

Once accepted into the Single Subject Credential in Music, students must complete the following 30 units to earn the preliminary Single Subject Credential:

Music Education: MuEd 442 (3), MuEd 449E (3).

Professional Education: SecEd 440F (4) SecEd 440S (2), EdSec 330 (3), EdSec 340 (3).

Student Teaching: MuEd 449I (10), and MuEd 449S (2).

The preliminary credential is issued for a maximum of five years and is not renewable. Thereafter, a teacher must earn a "clear credential," for which the following requirements must be completed:

CPR certification

Health Science 356 (3 units)

Spec Ed 411 (3 units)

The clear credential is good for five years and may be renewed by completing 150 hours of in-service training.

BACHELOR OF MUSIC

This degree program is designed to provide training for highly gifted students who show promise and capability of becoming professional performers and composers.

The degree consists of 132 semester units. A minimum of 70 semester units in music are required, at least 32 of which must be upper-division.

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)
Principal performance area (applied music) (6 units)

^{*}Required for all music majors every semester of residence. (See

[&]quot;Introduction," item 6.)

Major performance ensemble (Music 361) (4 units)*
Recital (Music 498) (1 unit)

COMPOSITION CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 361) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 323, 418, 419, 420, 422) (14 units)

Conducting (Music 382A and 383A; or Music 382A and 382B, or Music 383A and 383B) (4 units)

Applied composition (5 units)

Electives in music (9 units)

Allied Requirement for Composition Concentration

Proficiency in one foreign language (French, German, or Italian), to be satisfied as described under the requirements for the Bachelor of Music, Voice concentration)

INSTRUMENTAL CONCENTATION

Orchestral Instruments Emphasis (70 units)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121,122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 361) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 323, 418, 422) (6 units)

Principal performance area (applied music) (6 units)

Recital (Music 398) (1 unit)

Conducting (Music 382A,B) (4 units)

Chamber music (Music 362D,E,M,Y and/or 363B,G,S,W, X) (6 units)

Electives in music (9 units)

Classical Guitar Emphasis (70 units)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 121, 112, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 151; 351A,B, C) (11 units)

Major performance ensemble (Music 361)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 418, 422) (6 units)

Principal performance area (applied music) (6 units)

Recital (Music 398) (1 unit)

Conducting (Music 382A) (2 units)

Chamber music (Music 362G and/or 363G) (6 units)

Finger board skills (Music 385G) (2 units)

Guitar history and literature (Music 459A) (2 units)

Guitar pedagogy (Music 459B) (2 units)

Electives in music (3 units)

KEYBOARD CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 109, 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 361) (4 units) *

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (from Music 418, 420, 422) (4 units)

Music literature (Music 454A,B) (4 units)

Conducting (Music 382A or 383A) (2 units)

Recital (Music 398) (1 unit)

Principal performance area (applied music)6 units)

Chamber music (Music 362D,E,M,Y and/or 363B,GK, S,W,X) (3 units)

Piano-Vocal Collaboration (Music 386) (1 unit)

Pedagogy (Music 467A,B, C) (6 units)

Harpsichord or organ class (Music 372 or 373) (1 unit)

Electives in music (3-4 units)

VOICE CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 121, 112, 122, 211, 221, 319, 320)

Music history and literature (Music 151; 351A,B, C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 361)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 422) (4 units)

Music history and literature (Music 456; 457A,B; 462) (10 units)

Recital (Music 398) (1 unit)

^{*}Required of all music majors every semester of residence. (See

[&]quot;Introduction," item 6.) Principal performance area (applied music)

Principal performance area (applied music) (6 units)

Opera Theatre (Music 361D) (2 units)

Diction (Music 380A.B.C) (3 units)

Conducting (Music 383A) (2 units)

Pedagogy (Music 468) (2 units)

World Music (Music 462) (3 units)

Electives in music (3-4 units)

Allied Requirement for Voice Concentration

Proficiency in two foreign languages (to be chosen from French, German, and Italian), each to be satisfied by one of the following:

- four-years study of foreign language at the secondary school level,
 OR
- b. passing an examination given by the Department of Modern
 Languages and Literatures, OR
- c. completing the second semester of the beginning university sequence of a foreign language.

ACCOMPANYING CONCENTRATION (70 UNITS)

Core Requirements for the Bachelor of Music (38 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320) (16 units)

Music history and literature (Music 109, 151; 351A,B,C) (11 units)

Principal performance area (applied music) (6 units)

Major performance ensemble (Music 361) (4 units)*

Recital (Music 498) (1 unit)

Additional Requirements (32 units)

Music theory (Music 316, 418, 422) (6 units)

Music literature (Music 457A) (2 units)

Principal performance area (applied music) (5 units)

Chamber music (Music 363B,G,K,S,W,X) (2 units)

Harpsichord class (Music 372) (1 unit)

Organ class (Music 373) (1 unit)

Functional skills (Music 385K) (2 units)

Piano-Vocal Collaboration (Music 386) (2 units)

Conducting (Music 383A) (2 units)

Diction (Music 380A,B,C) (3 units)

Recitals (Music 398, 498) (2 units)

Electives in music (4 units)

Note: Two 498 recitals are required. The other is listed under "Core Requirements."

JAZZ AND COMMERCIAL MUSIC CONCENTRATION

Instrumental Emphasis (70 units)

Core Requirements for the Bachelor of Music (35 units)

Music theory (Music 109, 111, 112, 121, 122, 211, 221, 319, 320)

Music history and literature (Music 151; 351B,C) (8 units)

Principal performance area (applied music) (6 units)*

Major performance ensemble (Music 361) (4 units)*

Recital (Music 398) (classical and jazz in content) (1 unit)

Additional Requirements (35 units)

World Music (Music 462) (3 units)

Course in Jazz Harmony and Analysis (2 units)

Commercial Arranging (Music 312) (2 units)

Course in Jazz History (3 units)

Principal Performance area (applied music-jazz) (6 units)

Major Performance Ensemble (Music 361L and/or S)*

Chamber Music Ensemble - Jazz Combos (Music 363J) (1,1,1)

Other Major Performance Ensemble (Music 361) (4 units)

If Piano/Electric Guitar/Electric Bass is the instrument, 2 units of Music 363J may be substituted to fulfill this requirement.

Recital (Music 498-jazz in content) (1 unit)

Three of the following:

Jazz Improvisation (Music 264, 363, 464) (1,1,1)

Course in Jazz/Commercial Keyboard (1 unit)

Electives in Music (8 units)

Strongly encouraged: Music 326, 469 and 351A

MINOR IN MUSIC

Students whose majors are in other fields may pursue the minor in music. A maximum of 14 lower-division units may be included in work counted toward the music minor. The minor requires a minimum preparation of 20 units (at least five in residence at CSUF) as follows:

Theory of Music (selected from Music 101, 109, 111, 121, 112, 122, 211, 221, or any 300- or 400-level theory classes for which the student is qualified) (6 units)

Music History and Literature (Music 100, 103, 151, 302, 303, 304, 305, 350, 351A,B,C, 352, 355; or courses at the 400 level for which the student is qualified) (5-6 units)

Applied Techniques (selected from Music 182, 183; 184A,B; 185A,B; 281B,P,S,W; 282A,B; 283, 284; 326, 426; or any course in ensemble, conducting, piano or voice at the 300 or 400 level for which the student is qualified). Music minors may also elect to take private instruction in applied music (Music 193, 293, 393, 493) through University Extension for an additional fee (8-9 units).

MASTER OF MUSIC AND MASTER OF ARTS IN MUSIC

Two graduate degrees in music are offered in the Department of Music: the Master of Music and the Master of Arts. Each degree seeks to serve a special group of graduate students. For those who intend to pursue advanced degrees beyond the master's level, the Master of Music normally leads to the D.M.A. The Master of Arts normally leads to the Ph.D. or the Ed.D.

^{*}Required of all music majors every semester of residence. See

[&]quot;Introduction" Item 6)Principal performance area (applied music).

Admission to Graduate Standing: Conditionally Classified

All applicants admitted into the music program enter in conditionally classified graduate standing. University requirements include:

- (a) baccalaureate from an accredited institution;
- (b) a grade-point average of at least 2.5 in the last 60 semester units attempted;
- (c) good standing at the last college attended; and
- (d) for foreign students, a minimum TOEFL score of 560

Each applicant must also present a satisfactory audition, submit an acceptable written essay in the area of specialization, and pass entrance exams in music theory, music history, and writing. A student whose audition is unsatisfactory or who fails to meet satisfactorily the entrance exam requirements shall be removed from "conditionally classified" status.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Graduate Standing: Classified

A graduate student may apply for classified graduate standing upon attainment of the following prerequisites: (a) completion of all requirements for conditionally classified standing as described above; (b) an undergraduate major in music (or the equivalent of a major; i.e., 29 undergraduate upper-division units in music appropriate to the student's desired graduate emphasis) according to the student's desired graduate emphasis with a minimum grade-point average of 3.0 in the major; and (c) satisfactory completion of Music 500 Introduction to Graduate Study in Music. One objective of Music 500 is the preparation of a study plan listing all courses required for completion of the degree. This study plan must receive the approval of the coordinator of the student's area of specialization, the Music Department graduate program adviser and the Dean of Graduate Studies. Opportunity is given the student to remove any deficiencies in undergraduate-level preparation. Courses taken to satisfy deficiencies usually will not be included on the student's study plan and thus will not count toward the master's degree. Students who do not pass one or more of the entrance examinations shall take and complete specified coursework with a grade of "A" or "B" or may retake the complete exam at its next administration.

Writing skills will be assessed at entrance using the student's entrance essay and the essay portion of the Music history examination. Those who do not initially possess the expected proficiency will be required to achieve it before taking Music 500. This may include taking appropriate coursework stipulated by the Music Department. Writing proficiency will be assessed further in Music 500. Students whose writing is inadequate in Music 500 will have to independently improve their skill to a satisfactory level before classification. Completion of Music 500 with a minimum grade of "B" satisfies the writing proficiency requirement. Prospective students must also pass entrance requirements in music theory and music history.

The music theory requirement may be met by passing the entrance examination or by passing music 411 with a grade of "B." The music

history requirement may be met by passing the entrance examination or Music 450 with a grade of "B." The music history requirement must be satisfied before a student may take any 500-level music history seminar.

Master of Music

The Master of Music provides an avenue of graduate study for the highly creative composer or for the superior performer in a program tailored to each student's demonstrated talent and to each student's professional development. Applicants must have completed either a Bachelor of Music degree in performance or composition or show evidence of equivalent rigorous training. For the entrance audition, applicants in performance must demonstrate proficiency equivalent to the 400 level, the level expected of a performance major in the Bachelor of Music program at the time of the senior recital; composition applicants must submit a portfolio of scores for examination by the theory-composition faculty. For admission to the programs in choral or instrumental conducting, applicants must show evidence of substantial conducting course work at the undergraduate level plus practical experience. Further, to audition for entrance into the program, each choral applicant must demonstrate conducting proficiency with a mixed chorus and each instrumental applicant must demonstrate conducting proficiency with a band or orchestra. Under exceptional circumstances, a video tape may be substituted for the live audition

Study Plan

The Master of Music degree program requires a minimum of 30 units of graduate study in music, at least half of which must be in 500-level courses. Music 500, Introduction to Graduate Study in Music, must be taken within the first nine units. At least one recital is required, in addition to a corollary written essay. Under certain circumstances, and with departmental approval, a thesis may be substituted for the recital and written project.

Master of Arts in Music

Three options are offered in this degree program: Option I in music history and literature, Option II in music education, and Option III in Piano Pedagogy. Both options provide for breadth of advanced study as well as an area of specialization. The degree is for students preparing for college teaching careers in music history and music education, or for teachers and supervisors of music at the elementary or secondary level. For the entrance audition in history and literature, applicants must submit an example of a previously written research paper on a musical subject, while applicants to the program in music education must submit a 30-minute tape demonstrating their teaching technique in a classroom situation.

Study Plan

The Master of Arts degree program requires a minimum of 30 units of graduate study, no more than nine of which may be outside the field of music and at least half of which must be in 500-level courses in the major.

Option I in history and literature requires (a) reading ability in a foreign language, preferably German or French, prior to advancement to candidacy, (b) a thesis, and (c) at least six units of study in a non-music field supportive of the major. Students in Option II, music education, shall complete a thesis, project, or comprehensive examination. Students selecting the comprehensive examination (0 units) shall

complete three additional units in the concentration. Eight semester units are common to both options (Music 500, 3 units; Music 361-363, 2 units; and Music 552-555, 3 units). Music 500, Introduction to Graduate Study in Music, must be included within the first nine units taken as a graduate student under both options.

For further details or advisement, consult the Department of Music graduate program advisor.

MUSIC COURSES

Courses are designated as MUS in the class schedule.

100 Introduction to Music (3)

Musical enjoyment and understanding through a general survey of musical literature representative of a variety of styles and performance media. Music will be related to other arts through lectures, recordings, and concerts. For non-music majors.

101 Music Theory for Non-Music Majors (3)

Basic theory and practical applications to improve music performance and listening skills. Includes sight-singing and relationship to keyboard and simple melodic instruments. For non-music majors.

103 History of Rock Music (3)

Rock music around the world; its origins and the development of national styles. Emphasis on listening. For non-music majors.

109 Beginning Aural Musicianship (2)

Music majors only. The first of four required courses for music majors in the development of the musicianship skills of sight-singing, rhythm, dictation, notation, and music fundamentals. Four days/week.

111 Diatonic Harmony (2)

Includes scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation, and seventh chords.

Co-enrollment in the corresponding section of Music 121 is required for music majors and is recommended for others.

112 Diatonic Harmony (2)

Includes scales and intervals, triads and their inversions, harmonizations, non-harmonic tones, modulation, and seventh chords.

Co-enrollment in the corresponding section of Music 122 is required for music majors and is recommended for others.

121 Musicianship II - Diatonic (1)

Application of materials in Music 111. Activity to include sightsinging, dictation, and keyboard exercises. (2 hours activity)

122 Musicianship III - Diatonic (1)

Application of materials in Music 112. Activity to include sightsinging, dictation, and keyboard exercises. (2 hours activity)

151 Survey of Western Musical Literature (2)

For music majors and minors only. Literature of music in Western in civilization. Students should be able to read music in order to analyze form and style.

182 Piano Class for Music Majors (2) Lava C hlid Done should EEE

Prerequisite: Music majors only. Keyboard skills for students whose major performance instrument is not piano. (3 hours activity)

183 Voice Class for Non-Music Majors (1)

Beginning and elementary techniques in singing for the non-music major. May be repeated for credit. (2 hours activity)

184A Piano Class for Non-Music Majors (1) and Instanton W185

Beginning and elementary piano skills for the non-music major. (2 hours activity)

184B Piano Class for Non-Music Majors (1)

Prerequisite: Music 184A or consent of instructor. Continuation of 184A.

185A Guitar Class for Non-Music Majors (1)

Beginning and elementary classical guitar techniques for the non-music major. May be repeated for credit. (2 hours activity)

185B Guitar for Non-Music Majors (1)

Prerequisite: Music 185A or consent of the instructor. Elementary classical guitar techniques for the non-music major. Continuation of Music 185A. May be repeated for credit. (2 hours activity)

193 Individual Instruction (1-2)

Prerequisite: jury recommendation. Individual study with approved instructor. Emphasis on technique and repertoire. Music majors must register for a minimum of one unit per semester. Performance majors approved by jury recommendation should register for two units per semester. Jury examination required. May be repeated for credit.

196 Student-to-Student Tutorials (1-3)

Prerequisites; a 3.0 or higher grade-point average and/or consent of instructor and simultaneous enrollment in the course or previous enrollment in a similar course or its equivalent. Consult "University Curricula" in this catalog for a more complete course description.

211 Chromatic Harmony (2)

Prerequisite: Music 112. Continuation of Music 111, 112. The chromatic practice of the 19th century. Secondary dominants; ninth, eleventh and thirteenth chords; sequence; Neapolitan and augmented sixth chords. Co-enrollment in Music 211L is required for music majors and is recommended for others.

221 Musicianship IV Chromatic (Formerly 211L) (1)

Application of materials in Music 211. Activity to include sightsinging, dictation, and keyboard exercises. (2 hours activity)

264 Jazz Improvisation I (1) (Formerly 265A)

Prerequisite: Music 111, 112. Ability on a standard jazz instrument, or consent of instructor. Application of scales and their relationship to chords. Includes modes, jazz rhythmic phrasing, blues progressions, and cycle of dominant seventh chords. Basic jazz keyboard drills and ear training are involved.

281B Orchestral Instruments / Brass Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281P Orchestral Instruments / Percussion Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281S Orchestral Instruments / String Instruments (1)

Techniques and materials for teaching orchestral instruments. Required for music education emphasis. (3 hours activity)

281W Orchestral Instruments / Woodwind Instruments (1)

Techniques and materials for teaching orchestral instruments.

Required for music education emphasis. (3 hours activity)

282A Piano Class for Music Majors (2)

Prerequisite: Music 182 with a grade of "C" or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano.

282B Piano Class for Music Majors (2)

Prerequisite: Music 282A with a grade of "C" or better, or consent of instructor. Keyboard skills for students whose major performance field is not piano. Meets minimum piano proficiency requirements for degree. (3 hours activity)

283 Voice Class for Instrumentalists (1)

Prerequisite: teaching credential candidate or consent of instructor. Vocal skills for students whose major performance field is not voice. Prepares music education students to work with young singers in group settings by understanding their own vocal problems and the solutions in a variety of vocal styles. Satisfies voice-proficiency requirement for music credential candidates.

284 Instrument Class for Singers, Pianists, and Guitarists (1)

Instrumental skills for music majors and minors other than Instrumental Music Education. Prepares Choral and General-Music music-education students to work with beginning instruments in group settings. Includes study of ranges, transpositions, and techniques of various orchestral instruments.

293 Individual Instruction (1-2)

See Music 193.

302 History of Jazz (3)

Prerequisite: Music 100 or 101 or consent of instructor. Historical study of jazz music in America; chronological development and stylistic evolution with consideration of peripheral trends. Emphasis on listening. Intended primarily for non-music majors; may be used as a music-major elective.

303 World Music (3)

Prerequisite: Music 100 or 151 or consent of instructor. Survey of music from Europe, Asia, Africa, Australia, Oceania, the Caribbean, and indigenous Indian music from North and South America. Emphasis on musical styles and forms, and religious and ritualistic functions of music in various cultural frameworks. Intended primarily for non-music majors; may be used as a music-major elective.

304 Music of Mexico (3)

Survey of the art, folk, and traditional music of Mexico from pre-Cortesian aboriginal music to 20th-century style, including neo-Hispanic, folk (corrido, etc.), mestizo, mariachi, nationalistic, jazz, and modern art music. Interrelationship between traditional (folk) and serious (art) music; effects of Mexico's history on its music. May be used as a music-major elective. (Same as Chicano Studies 304).

305 Women in Music (3)

Prerequisite: Music 100 or consent of instructor. A study of the contributions women have made as composers and performers as well as the historical limitations to which women musicians have been subject. Recitals by guest lecturers and presentation of a culminating study on selected topics by students. May be used as a music-major elective.

306 Business of Music (3)

Prerequisite: Music 100 or consent of instructor. This course is designed as a comprehensive survey of the business aspects of song writing, publishing, copyright, legal affairs, the record industry, music in broadcast and film, and career planning and development.

312 Commercial Arranging (2)

Prerequisite: Music 211. Harmonic practices in commercial music; stage band and jazz writing techniques. (May be repeated once for credit).

314A Special Projects in Commercial Music (2)

Prerequisite: Music 312 or consent of instructor. Three- and four-part voice accompaniment; planning and executing the multi-chorus, small-group arrangement.

314B Special Projects in Commercial Music (2)

Prerequisite: Music 314A or consent of instructor. Introduction to harmonic substitutions; planning and executing arrangements for larger groups of instruments.

316 16th-Century Counterpoint (2)

Prerequisite: Music 211 or consent of instructor. Sixteenth-century counterpoint in two, three and four parts, covering motet, canon, double counterpoint.

319 Form and Analysis (3)

Prerequisite: Music 211 or consent of instructor. Analysis of structural elements of music such as motive, phrase, and period: binary, ternary, rondo, sonata allegro, and larger musical forms in representative musical works.

320 20th-Century Techniques to 1945 (2)

Prerequisite: Music 211. Compositional practices from 1890 to 1945; emphasis on written examples in the various styles. Includes sightsinging, keyboard practice, and dictation. (1 hour lecture, 1841) 2 hours activity)

323 Orchestration (2)

Prerequisites: Music 319 and 320 or consent of instructor. Writing and analysis of orchestral music. I Mark the electronic for monocing A

326 Introduction to Music Technology (2)

Prerequisites: music major and Music 211. Introduction to the theory and use of computer software for sound design and music production. Demonstrations and assignments dealing with techniques for creating music in the digital domain.

333 Music and Child Development (3)

Prerequisites: Music 101 or equivalent; junior or senior standing. The relationship of music to child growth and development for the child from 5 to 12. Survey of age-appropriate music materials.

350 Music in Our Society (3) When the second of the second

Prerequisite: Music 100 or consent of instructor. Music in its relationship to general culture. A sociological approach: musical criticism and journalism, concert life, audience psychology, and the political/religious/business aspects of the American musical scene.

351A History and Literature of Western Music (3)

Prerequisites: Music 112 and 151 or consent of instructor. A study of the history and literature of music from early Greek beginnings through the Renaissance era.

351B History and Literature of Western Music (3)

A study of the history and literature of music of the Baroque and Classic eras. A grade of "C" or higher fulfills the course requirement of the university upper-division baccalaureate writing requirement for music majors.

351C History and Literature of Western Music (3)

Prerequisite: Music 351B. A study of the history and literature of music from the Romantic era to the present.

352 Symphonic Music in Western and Eastern Cultures (3)

Prerequisite: Music 100 or 101 or consent of instructor. Survey of symphonic music in Western and Eastern cultures from Baroque through Modern periods. Intended primarily for non-music majors; may be used as a music-major elective.

353 Public-School Instrumental-Music Materials (2)

Prerequisite: Music 382A or concurrent enrollment. The study of instrumental-music materials, repertoire, programming, and curriculum for public-school instrumental-music ensembles.

Topics include solo, chamber, and large-ensemble repertoire.

354 Survey of Public School Choral Music Materials (2)

Prerequisite: Music 383A. Examination and analysis of choral repertoire suitable for junior and senior high choruses.

355 Film Music (3)

Prerequisites: Music 100 or consent of instructor. A historical survey of motion picture musical scores. Analysis, listening, and examination of motion picture scores. Intended primarily for non-music majors; may be used as a music-major elective.

356 Afro-American Music Appreciation 3/7 godeshow Issov Vool

(Same as Afro 356)

361A Major Performance Ensemble / Symphony Orchestra (1)

Prerequisite: audition or consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

361C Major Performance Ensemble / Symphonic Band (1)

Prerequisite: consent of instructor. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

361D Major Performance Ensemble / Opera Theatre (1)

Roles and representative excerpts from standard and contemporary operas and the musical, dramatic, and language techniques of the musical theatre. Performance of operatic excerpts and complete operas. Also open to non-vocal majors.

361E Major Performance Ensemble / University Singers (1)

Prerequisite: audition. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

361F Major Performance Ensemble / University Wind Ensemble (1)

Prerequisite: advanced wind and percussion students accepted by audition. Study and performance of standard and contemporary music literature. Public concerts on campus and in the community each semester. A concert tour may be included by some groups. Required of music majors every semester of residence. (More than 3 hours major production) May be repeated for credit.

361H Major Performance Ensemble / Musical Theatre Orchestra (1)

Prerequisite: permission of instructor. Performance in the orchestra for collaborative Music Department/Theatre Department productions. Includes musical preparation, joint rehearsal preparation with the Theatre Department, and performances. Does not satisfy the Music Department major performance ensemble requirement. May be repeated for credit.

361L Major Performance Ensemble / Jazz Ensemble I (1)

Prerequisite: audition and consent of instructor. Numerous public performances on campus and in the community. Open to non-music majors by audition. May be repeated for credit.

361M Major Performance Ensemble / Men's Chorus (1)

Prerequisite: audition. This course enables students to learn and perform a wide variety of high-quality choral literature written especially for men's voices. Students also gain improved competence in sightsinging, musicianship, and vocal skills. Open to both music majors and non-music majors. Course may be repeated for credit.

361S Major Performance Ensemble / Jazz Ensemble II (Formerly 362S) (1)

Prerequisite: audition and consent of instructor. (For those who do not qualify by audition for 361L.) Jazz and jazz-rock ensemble; public performance each semester. Open to non-music majors by audition. May be repeated for credit,

361W Major Performance Ensemble / Women's Choir (1)

Prerequisite: consent of instructor. Students will learn and perform a wide variety of high-quality choral literature written especially for women's voices, while improving competence in sightsinging, musicianship, and vocal skills. May be repeated for credit.

362D Percussion Ensemble (1)

Prerequisite: consent of instructor. Study and performance of music written for the percussion ensemble. May be repeated for credit: (2 hours activity)

362E Brass Ensemble (1)

Prerequisite: consent of instructor. Study and performance of music written for large brass choir/ensemble. May be repeated for credit.

(2 hours activity)

362M Horn Ensemble (1)

Prerequisite: consent of instructor. Study and performance of music written for French horn ensemble with emphasis on the solution of various problems relating to multiple horn literature.

362V Jazz Singers (1)

Prerequisite: audition. This course is intended to facilitate student's development of musical leadership in areas not covered elsewhere in the music curriculum, including show/jazz choirs, musical theatre, and barbershop/Sweet Adeline's ensembles.

362Y Diverse Instrument Ensemble (1)

Prerequisite: audition. An ensemble of diverse instruments and voices. Performs a wide range of repertoire for indeterminate instrumentation, as well as arrangements and transcriptions of music from the Middle Ages to the present. Open to all performance areas, including electric as well as acoustical instruments. Course may be repeated for credit.

363B Chamber Music Ensemble / Brass (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

363G Chamber Music Ensemble / Guitar (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

363J Chamber Music Ensemble / Jazz Combo (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

363K Chamber Music Ensemble / Keyboard (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

363S Chamber Music Ensemble / Strings (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. Section 1: Woodwind Quintets. Section 2: Small, Mixed Ensembles. May be repeated for credit. (2 hours activity)

363V Chamber Choir (1)

Prerequisites: Music 361B,E, or W, and consent of instructor.

Singers and student directors will study, read, and perform representative choral chamber literature of all periods. May be repeated for credit.

(2 hours activity)

363W Chamber Music Ensembles / Woodwind (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. Section 1: Woodwind Quintets, Section 2: Small, Mixed Ensembles. May be repeated for credit. (2 hours activity)

363X Chamber Music Ensemble / Saxophone (1)

Open to all qualified wind, string, or keyboard students. Ensembles will study, read and perform representative chamber literature of all periods. May be repeated for credit. (2 hours activity)

364 Jazz Improvisation II (1) (Formerly 265B)

Prerequisite: Music 209 or consent of instructor. Continuation of modal patterns and jazz rhythms for improvisation. Explores melodic construction in improvisation. Emphasis on playing II-V-I progressions in major and minor keys. Includes form, stylistic analysis, and ear training.

365G Guitar Performance Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for guitar majors each semester. May be repeated for credit.

365I Instrumental Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for instrumental majors each semester. May be repeated for credit.

365K Keyboard Workshop (1)

Weekly workshop performances by students, faculty, and guests. Recommended for keyboard majors each semester. May be repeated of for credit.

365S String Workshop (1)

Prerequisite: consent of instructor. Weekly workshop performances by students, faculty, and guests. Recommended for string majors each semester. May be repeated for credit.

365V Vocal Workshop (1)

Application of vocal techniques to performance practices through lecture-demonstration, master classes, and ancillary recitals. Recommended for vocal majors each semester. May be repeated for credit.

372 Harpsichord Class for Music Majors (1)

Prerequisite: 300 jury level in piano or organ, or consent of instructor. The harpsichord as an instrument, the application of Baroque stylistic characteristics, and training in the rudiments of continuo playing in ensemble with voices and instruments. (2 hours activity)

373 Organ Class for Music Majors (1)

Prerequisite: 300 jury level in piano or consent of instructor. The organ as an instrument, the playing techniques, and repertoire. The differences between piano and organ techniques. (2 hours activity)

380A Diction for Singers (English and Italian) (1)

Prerequisite: sophomore standing or consent of instructor. Proper singing diction. Examples from standard vocal literature explained through the use of the International Phonetic Alphabet. Not a substitute for formal foreign-language study.

380B Diction for Singers (German) (1) and shall massimes 204

Prerequisite: sophomore standing or consent of instructor. Proper singing diction. Examples from standard vocal literature explained through the use of the International Phonetic Alphabet. Not a substitute for formal foreign-language study.

380C Diction for Singers (French) (1)

Prerequisite: sophomore standing or consent of instructor. Proper singing diction. Examples from standard vocal literature explained through the use of the International Phonetic Alphabet. Not a substitute for formal foreign-language study.

382A Instrumental Conducting (2)

Prerequisites: two courses from Music 284; 281B,P,S,W; or consent of instructor. Principles, techniques, and methods of conducting orchestral and band groups. (4 hours activity)

382B Instrumental Conducting (2)

Prerequisites: two courses from Music 284; 281B,P,S,W; or consent of instructor. Continuation of 382A, including laboratory experience in conducting instrumental groups, using standard instrumental literature. (4 hours activity)

383A Choral Conducting (2)

Prerequisite: one semester of voice class or consent of instructor.

Principles, techniques, and methods of conducting choral groups.

(4 hours activity).

383B Choral Conducting (2)

Prerequisite: one semester of voice class or consent of instructor. Continuation of 383A including laboratory work with class and vocal ensembles, using standard choral repertoire. (4 hours activity)

385G Guitar Fingerboard Skills (2)

Prerequisite: upper-division guitar standing or consent of the instructor. Development of comprehensive understanding of the guitar fingerboard, with emphasis on scales, intervals, chord formation, harmonic progressions, and sight-reading.

385K Functional Skills for Keyboard Majors (2)

Development of the ability to sight-read, harmonize, transpose, and improvise. (4 hours activity)

386 Piano-Vocal Collaboration (1)

Prerequisite: 300 level in performance or consent of instructor.

Coaching and collaborative skills for pianists and vocalists. (Classroom performances, rehearsals outside of class, and listening and recital attendance required). May be repeated for credit. (2 hours activity)

393 Individual Instruction (1-2)

See Music 193.

395 Internship and Professional Experience 1-3

Fieldwork in music under supervision of resident faculty and professionals in the field. Requires minimum six hours fieldwork per week for each unit credit. May be repeated for credit to a maximum of six units. Open to all music students by consent of instructor.

398 Recital (1)

Prerequisites: 300 jury level in the principal performance area and consent of instructor. Co-requisite: Enrollment in Music 365 I, S, G, K or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, Music 398 will substitute for one unit of 393.

411 Survey of Music Theory (3)

Prerequisites: completion of all lower-division theory requirements, and at least senior standing or equivalent. An examination of the theoretical basis of music from 1500 to the present through analysis, readings, and discussion. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music theory. May not be applied to a graduate study plan.

418 18th-Century Counterpoint (2)

Prerequisite: Music 211 or consent of instructor. Eighteenth-century counterpoint in two, three, and four parts, covering invention, canon, double and triple counterpoint, and fugue.

419 Advanced Form and Analysis (3)

Continuation of Music 319; larger musical works.

420 Compositional Techniques since 1945 (3)

Prerequisites: Music 320, 351C, or consent of instructor.

422 Composition (2)

Prerequisites: Music 316, 319, and 320 or consent of instructor.

Composition of smaller forms in various contemporary styles.

426 Applications of Music Technology (Formerly 327) (2)

Prerequisite: Music 326. Continuing supervised laboratory experimentation with equipment, concepts, and techniques encountered in Music 326. Students pursue individual assignments based on experience, ability, and interest. May be repeated for credit.

433 Music in Early Childhood (3)

Prerequisite: junior, senior, post-baccalaureate, or graduate standing. Songs, creative activities, and materials for teaching music in early childhood education. Teaching-learning strategies.

444 Survey of Marching Bands (2)

Prerequisite: consent of instructor. Techniques, materials, administration for marching band. Charting for field shows and parade activities.

450 History of Musical Style (3)

Prerequisites: Music 351A,B,C, or equivalent, or consent of instructor. Intensive review of the principal musical styles in Western music. Intended primarily for graduate and post-baccalaureate students. Fulfills graduate entrance examination requirement in music history. May not be applied to a graduate study plan.

453A Choral Literature and Interpretation (2)

Prerequisites: Music 383A or equivalent and 351A,B. Choral literature from Medieval, Renaissance, and Baroque eras analyzed in historical perspective. Appropriate performance practices.

453B Choral Literature and Interpretation (2)

Prerequisites: Music 383A or equivalent and 351C. Continuation of 453A with examples from the Classic, Romantic, and Contemporary eras.

454A Piano Literature and Interpretation (2)

Prerequisites: Music 351A,B and upper-division piano standing or consent of instructor. Performance of representative styles and schools of piano literature; solo and ensemble repertoire—contrapuntal forms, sonatas, and variations.

454B Piano Literature and Interpretation (2)

Prerequisites: Music 351A,B and upper-division piano standing or consent of instructor. Performance of representative styles and schools of piano literature; solo and ensemble repertoire—character pieces, fantasies, suites, and etudes.

456 Opera Literature and Interpretation (3)

Prerequisite: Music 351A,B,C or consent of instructor. All periods and nationalities, including stylistic and historical considerations.

457A Song Literature and Interpretation (2)

Prerequisite: Music 319, 380B, or consent of instructor. Study and performance of German Lieder with representative examples of periods and styles.

457B Song Literature and Interpretation (2)

Prerequisite: Music 380C or consent of instructor. Study and performance of French art songs with representative examples of periods and styles.

458 Symphonic Literature (3)

Prerequisites: Music 351B and C. Literature of the symphony orchestra form 1750 to 1950.

459A Guitar History and Literature (2)

Prerequisite: Music 151, 211 or equivalent. Upper-division guitar standing or consent of the instructor. Historical survey of the literature for classical guitar. Important works for flute, vihuela, and Baroque guitar, plus the compositions and transcriptions for modern guitar.

459B Guitar Pedagogy (2)

Prerequisite: Music 151, 211, or equivalent. Upper-division guitar standing or consent of the instructor. Fundamentals of teaching and coaching classical guitar. Materials and methods for individual and group instruction.

460 Afro-American Music Appreciation (3)

(Same as Afro-Ethnic Studies 460) not available for graduate degree credit.

462 World Music for Music Majors (3)

Prerequisites: Music 351B and C. Study of several of the world's music cultures to be selected from Asia, Africa, Latin America and the Middle east with particular attention to musical structure and use; comparison to western classical music tradition.

463 Seminar in Black Music (3) Marson Report Follows HOSE

(Same as Afro-Ethnic Studies 463)

464 Jazz Improvisation III (1) (Formerly 265C)

Prerequisite: Music 364 or consent of instructor. Continuation of Jazz improvisational pedagogy and techniques with an emphasis on performance application. Includes form, stylistic analysis and ear training.

466 Pedagogy Observation and Internship (1)

Prerequisite: junior-level piano standing or consent of instructor.

Co-requisite: 467A,B or C. Observation of and supervised internship in piano teaching. Teaching techniques and development of lesson plans and materials will be included.

467A Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor.

Materials and methods for beginning and elementary students.

Co-enrollment in Music 466 recommended.

467B Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor. Materials and methods for intermediate and early advanced students.

Co-enrollment in Music 466 recommended.

467C Piano Pedagogy (2)

Prerequisite: upper-division piano standing or consent of instructor. Materials and methods for class piano. Co-enrollment in Music 466 recommended.

468 Vocal Pedagogy (2)

Physiology, anatomy, and acoustics as they apply to singing; fundamentals of vocal pedagogy for studio and public school teaching; application of these fundamentals through seminar discussion and actual studio teaching; diagnosis and cure of specific vocal problems.

469 Jazz Pedagogy (2)

Prerequisite: 300 applied level required; 281B,P,W recommended. Preparation to teach jazz in high schools and colleges. Provides background in administration, preparation, rehearsal and evaluation of the various types of jazz ensembles: big bands, combos, and vocal jazz groups.

477 Piano Pedagogy Practicum (3) material loo leool-one 19

Prerequisites: Music 467A, B, and C. Supervised piano teaching in individual and group learning environments. The following elements will be emphasized: keyboard technique, literature, communication skills, lesson plans, and piano curriculum. May be repeated for credit.

493 Individual Instruction (1-2) (1-4) nonservent farbiviliant 894

See Music 193

496 Student-to-Student Tutorials (1-3)

Prerequisites: grade-point average of 3.0 and consent of instructor. Previous or concurrent enrollment in the course being tutored or an equivalent course. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

497 Senior Project (1)

Independent investigation of an area of special interest in music culminating in a research paper, public performance, lecture, or lecture-recital.

498 Recital (1)

Prerequisites: 400 jury level in the principal performance area (400 jury level in composition for composition majors) and consent of instructor. Co-requisite: Music 365 K,I,S,G, or V. Preparation and presentation of representative works in the principal performance area. In the semester of recital presentation, Music 498 will substitute for one unit of Music 493.

499 Independent Study (1-3)

A special topic in music selected in consultation with and supervised by the instructor. Students must submit an enrollment request form by week one of the preceding semester. May be repeated for credit.

500 Introduction to Graduate Study in Music (3)

Required of all music graduate students within the first nine studyplan units. Basic bibliography, literature, and research techniques, as well as other materials useful in graduate study.

524 Seminar in Music Theory (3)

Theoretical subjects (form/style analysis, history of music theory, etc.) to be chosen by instructor. May be repeated for credit.

552 Seminar in Music of the Renaissance (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The forms, styles, and characteristics of music between 1400 and 1600.

Analysis of works by representative composers and theoretical writers.

553 Seminar in Music of the Baroque Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. Musical forms, styles, and performance practices of the Baroque period. Analysis of representative works.

554 Seminar in Music of the Classic Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The history and literature of music from approximately 1730 to 1826. Analysis of representative works.

555 Seminar in Music of the Romantic Period (3)

Prerequisites: Music 351A,B,C; Music 500; or equivalent. The structure and development of music in the 19th century. Analysis of representative works.

567 Seminar in Piano Pedagogy (3)

Graduate-level study of advanced learning theories, musical issues, and pedagogical methods involved in teaching piano through lectures, discussions, and student presentations. Practice teaching required. May be repeated for credit.

570G Seminar in Guitar Literature (3)

Prerequisite: Music 500 or consent of the instructor. Advanced study of guitar literature, with performances and analysis by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. Topics include guitar sonatas, guitar concertos, and solo guitar works of Heitor Villa-Lobos. May be repeated for credit.

570P Seminar in Piano Literature (2)

Prerequisite: Music 500 or consent of instructor. Advanced study of piano literature, with performances and analyses by class members and lectures by the instructor. Requirements can be met by performance and/or analysis. May be repeated for credit.

582 Seminar in Advanced Instrumental Conducting and Interpretation (2)

Prerequisites: Music 382B, keyboard facility for score reading, and consent of instructor. Conducting techniques. Interpretive problems of each period covered in lectures. May be repeated for credit.

583 Seminar in Advanced Choral Conducting and Interpretation (2)

Prerequisite: Music 383B, conducting experience, or consent of instructor. Choral conducting techniques. Lab work with student groups and concert conducting. May be repeated for credit.

593 Individual Instruction (1-2)

Prerequisite: jury recommendation. Individual instruction with approved instructor. Emphasis on performance techniques and repertoire. May be repeated for credit.

597 Project (1-3)

The culminating experience of all M.M. students and of M.A. Music Education students who so elect. Unit credit depends on the option chosen. Option 1: One public recital with program notes and a related paper (3 units); Option 2: Two public recitals with program notes for each (2 units for the first recital, 1 for the second, total of 3 units); Option 3 (only for M.A. Music Education students who choose not to write a thesis): a significant, written research study. Students in all options must submit an enrollment request form by week one of the preceding semester.

598 Thesis (3)

Individual investigations of specific problems in the area of concentration by candidates for the M.A. degree. Students must submit an enrollment request form by week one of the preceding semester.

599 Independent Graduate Research (1-3)

Prerequisites: Graduate standing in music and consent of instructor. Research and study projects in areas of specialization beyond regularly offered coursework. Oral and/or written reports required. Students must submit an enrollment request form by week one of the preceding semester.

MUSIC EDUCATION COURSES

Courses are designated as MUSE in the class schedule.

295 Clinical Practice in Instrumental/Choral Techniques (1)

Applications of instrumental/choral techniques classes through clinical practice and fieldwork in public and private schools. Coenrollment in Music 383B or 382B recommended. (3 hours weekly to be arranged in nearby school)

394A Practicum in School Materials and Techniques (2)

Prerequisite: Music Education 295. For music education majors. Experience in sequential pedagogy, classroom delivery skills, and concurrent development of management skills, aural discrimination skills, and aural and visual diagnostic skills.

394B Practicum in Skills for Teaching Music (2)

Prerequisite: Music Education 394A. Co-requisite: Music Education 395A or 395B. For music education majors. Observation and application of musical concepts and materials, sequential pedagogy, nonverbal teaching strategies, and classroom delivery and management skills. Continued development of aural and visual diagnostic skills and aural discrimination skills.

395A Clinical Practice in Instrumental Conducting (1)

Prerequisite: Music Education 295. Co-requisite: Music Education 394B. Clinical practice and field applications of concepts, materials, and procedures as applied to field situations, as in public and private schools.

395B Clinical Practice in Choral Conducting (1)

Prerequisite: Music Education 295. Co-requisite: Music Education 394B. Clinical practice and field application of concepts, materials, and procedures as applied to field situations, as in public and private schools.

404 Microcomputers and MIDI for School Music Classrooms (3)

Prerequisite: Music Education 295 or equivalent. Pre-service and in-service music teachers will learn how to use microcomputers and musical instrument digital interface (MIDI) for classroom management and pedagogical purposes. Students will gain experience with software for word processing, database, spreadsheet, music notation, music pedagogy, and MIDI.

442 Principles and Methods of Teaching Music in the Public Schools (3)

Prerequisite: admission to teacher education. History, principles of public education, grades K-12, with emphasis on music. Philosophy, methods, materials, and procedures for organizing and teaching music in elementary and secondary schools. Must be taken concurrently with Secondary Education 440F and 440S.

449E Externship in Secondary Teaching (3)

Prerequisite: Must be taken concurrently with Music Education 442. For candidates who have declared for the single subject credential in music. See description and prerequisite under Department of Secondary Education.

4491 Internship in Secondary Teaching (10) Design Tolins

Prerequisite: For candidates who have declared for the single subject credential in music. See description and prerequisite under the Department of Secondary Education.

449S Seminar in Secondary Teaching (2)

Prerequisite: Must be taken concurrently with Music Education 449I. For candidates who have declared for the single subject credential in music. See description and prerequisites under Department of Secondary Education.

501 Contemporary Music Education (3)

Recent renovations and overview of the history, philosophy, and methodology of the art of teaching music. Trends and applications of educational theory in relation to the teaching of music.

529 Advanced Pedagogy in Music Education (3)

Prerequisite: Music 500. Advanced pedagogical strategies for music teaching and learning, including world approaches to music education (e.g. Kodaly, Suziki, Orff), current music learning theory, and applications from cognitive and developmental psychology. Implications and applications for school music classes and curriculum development.

531 Foundations of Music Education (3) Talanda management

Philosophical, historical, psychological, and aesthetic bases of music education. Contemporary trends and future directions of music education.

533 Psychology of Music (3) MALCE Skull restalingurers

Contemporary topics merging research and practice in the fields of music teaching and learning theory. Topics include: musical behavior, psycholacoustical parameters of music, perception, affective response, musical memory, learning theory, musical cognition.

INTRODUCTION

This Minor in Natural Sciences enables students to gain an understanding in several scientific areas and have a more comprehensive appreciation of the natural sciences by taking courses in at least three different science disciplines. This minor offers prospective elementary teachers, as well as majors in other fields such as communications, business, and computer science, a 21-unit (minimum) program that will familiarize them with the most important ideas and problems in the sciences. This minor also meets the requirements for a supplemental credential for prospective elementary teachers.

MINOR IN NATURAL SCIENCES

Lower Division Courses (9-11 units total)

Students choose at least three units from each category listed below: Earth/Astronomical Sciences, Earth and Astronomical Sciences, and Life Science. The selection must include an asterisk (*) course from Life Science and a second asterisk (*) from either Physical Sciences or Earth/Astronomical Sciences.

Farth/Astronomical Sciences

Geology 101 Physical Geology (3)

Geology 101L* Physical Geology Laboratory (1)

Geology 102* Earth and Astronomical Science for Future Elementary Teachers (3)

Physics 120 Introduction to Astronomy (4)

Life Science

PROGRAM COORDINATOR

David Fromson

PROGRAM OFFICE

McCarthy Hall 166

PROGRAM OFFERED

Minor in Natural Sciences

Biology 101 Elements of Biology (3)

Biology 101L* Elements of Biology Laboratory (1)

Biology 102* Biology for Future Elementary Teachers (3)

Physical Sciences

Chemistry 100 Survey of Chemistry (3)

Chemistry 100L* Survey of Chemistry Laboratory (1)

Chemistry 115 Introductory General Chemistry (4)

Chemistry 120A* General Chemistry (5)

Physics 101 Survey of Physics (3)

Physics 101L* Survey of Physics Laboratory (1)

Physics 102* Physical Science for Future Elementary Teachers (3)

Physics 211 Elementary Physics (3)

Physics 211L* Elementary Physics: Laboratory (1)

Upper Division Courses (12 units)

Students take at least two units from each of three different departments and programs listed below. The Natural Sciences Minor adviser must approve course selection.

Biological Science

Biology 300 Environmental Biology (3)

Biology 305 Human Heredity and Development (3)

Biology 306 Biology of Aging (3)

Biology 310 Human Physiology (3)

Biology 311 Nutrition and Disease (3)

Biology 318 Wildlife Conservation (3)

Biology 319 Marine Biology (3)

Biology 323 Biology of Sexually Transmitted Diseases (2)

Biology 330 Ecology of American Indians (3)

Biology 352 Plants and Life (3)

Biology 360 Biology of Human Sexuality (2)



Chemistry and Biochemistry

Chemistry 303A,B,C
Biotechnology and
Society (1 unit each)

Chemistry 311 Nutrition and Disease (3)

Chemistry 313A,B,C Environmental Pollution/Solutions (1 unit each)

Geological Science

Geology 310T Topics in California-Related Geology (1-3 units)

Geology 420 Earth Science for Science Teachers (4)

Physics

Physics 301 Energy and the Environment (3)

Science Education

Science Ed 410 Physical Science Concepts (3)

Science Ed 453 Life Science Concepts (3)

Upper-division courses in the natural sciences not listed above may be included in this minor with the approval of the Minor in Natural Sciences adviser

DEPARTMENT CHAIR

Christine Latham

DEPARTMENT OFFICE

Education Classroom Building 199

DEPARTMENT WEBSITE

http://my.fullerton.edu/nursing

PROGRAMS OFFERED

Bachelor of Science in Nursing
Accelerated Associate Degree to Master's
Degree Program (ADN to MSN)
Master of Science in Nursing
Nursing Administration

Nurse Anesthetist

Family Nurse Practitioner

FACULTY

Joanne Andre, Arlene Blix, Cynthia
Bostick, Cheryl Canary, Maryanne Garon,
Cindy Greenberg, Barbara Haddard, Paula
Herberg, Christine Latham, Linda Searle
Leach, Bennie McConnell, Karen Ringl,
Elaine Rutkowski, Dana Rutledge, B. J. Snell,
Marilyn Smith-Stoner, Dawn Stone

Kaiser School of Anesthesia Adjunct Faculty:

Michael Boytim, Sass Elisha, John Nagelhout, Rochelle Lethiot, Edward Waters U.C.I. College of Medicine F.N.P. Adjunct Faculty:

Camille Fitzpatrick, Merry Grasska, Mary Knudtson, Diana Lithgow, Susan McNaney, Suzanne Phillips

INTRODUCTION

The Bachelor of Science in Nursing is designed to provide registered nurses with knowledge, skills, and attitudes necessary for the performance of the professional nursing role and characteristics of the generally educated person. The program prepares a nursing generalist who can provide care within a framework of scientific and professional accountability, and can function independently in a variety of health settings. The program provides students with the necessary foundation for graduate education and specialization and promotes and fosters commitment to lifelong learning for personal and professional growth.

The Master of Science in Nursing provides nurses with the foundation and capability to function independently in a variety of health settings and provide care within a framework of scientific and professional accountability. Nurse administrators who understand health care delivery and patient outcomes are in high demand. Certified registered nurse anesthetists are responsible for administration of close to 65% of anesthesia cases each year. Other advanced practice nurses work with families, adults, children, and women to provide primary and preventive care in a variety of settings. Therefore, there are many career possibilities in hospitals, group practice and as independent contractors for Master of Science in Nursing degree graduates.

The Bachelor of Science in Nursing program is offered using a select mix of instructional modalities at several locations. Students can choose to attend class on campus or at a convenient regional site. Instruction is provided at local sites via two-way interactive videoconferencing that allows off-campus students the opportunity to enjoy personal interaction with faculty. Videoconferencing is augmented by web-enhanced coursework and on-site instructional support. Beginning in the Fall of 2001, the BSN Program is offered at 12 locations throughout the State of California. It is required that students have access to a personal computer in order to complete the web-based course assignments. The Master of Science in Nursing program also will be adding web-based and videoconferencing capabilities in the near future.

BACHELOR OF SCIENCE IN NURSING

The baccalaureate curriculum offers the registered nurse with an associate degree in nursing (or its equivalent) an upper-division program leading to a bachelor of science degree with a major in nursing. Graduates are eligible for certification as public health nurses in the State of California.

The baccalaureate program is accredited by the National League for Nursing Accreditation Commission (NLNAC), 61 Broadway - Floor 33, New York, New York 10006. (212) 363-5555.

Admission Requirements

- 1. Meet requirements for admission to the university as a transfer student for the BSN completion program.
- 2. Completion of an associate degree in nursing or its equivalent.
- 3. Current licensure as a registered nurse in California.
- 4. Completion of one college level course in each of the following: anatomy (with laboratory), physiology (with laboratory), chemistry (with laboratory), microbiology (with laboratory), psychology, and sociology or anthropology. A minimum grade of C must be attained in each course.
- 5. Completion of one year of satisfactory work experience as a registered nurse is recommended.

Admission Procedures

Students are accepted into the nursing program twice each year, in the fall and spring semesters. The University sets deadlines for new applications. For current deadlines, see the Admissions website at http://www.fullerton.edu/admissions.htm.

- Submit a university application and an official transcript of all previous college work to the Office of Admissions and Records.
- Submit a nursing application form to the Nursing Program Office (EC 199) with a transcript copy of all previous college work and two letters of reference from current or previous employers or instructors.

Program Regulations

- All required nursing and support courses must be taken in sequence. Check each nursing course for prerequisites and co-requisites.
 Students may enroll in only one clinical course (Nursing 305L, 355L, 402L, or 452L) per semester.
- Students must apply for the clinical nursing courses (Nursing 355L, 402L, and 452L) each semester prior to enrollment in the class.
 (November 1 deadline for spring semester and April 1 for fall semester.) Enrollment in the seminar and clinical sections is limited.
- Students must maintain a cumulative 2.0 grade-point average in all units attempted and attain a minimum grade of C in all nursing and support courses.
- 4. The student who earns less than a grade of C in nursing or support courses must repeat that course satisfactorily prior to being admitted into the next nursing course in sequence. A nursing or support course may be repeated only one time and requires departmental consent. No more than three nursing courses may be repeated; of these only one may be a clinical course.
- 5. For admission into clinical courses, students must have current R.N. licensure, professional malpractice insurance, current CPR certificate, documentation of immune status for MMR and varicella, and Hepatitis B, verification of TB testing and annual chest x-ray if PPD is positive, and access to transportation. For senior clinical courses, proof of current driver's license and automobile insurance are required.
- Students are required to make an appointment with advisers at least once each semester to discuss their study plan.
- 7. Professional standards are to be maintained. A student who demonstrates unprofessional behavior or behavior that indicates unsafe practice may be denied progression or may be dismissed from the program. Refer to Nursing Student Handbook for complete progression and retention policy.
- Any student with a lapse of five years between clinical nursing courses must take a placement test and remediate, if necessary, before admission to the subsequent clinical nursing courses.

Scholarships, Awards, Financial Aid

Financial aid and community scholarships are available. Maria Dolores Hernandez Scholarship information for nursing students can be requested from the Nursing Department Office.

Outstanding Senior Student, W. J. Traber Humanism Award, and Vera Robinson Humor Award are given to graduating seniors.

Requirements for the Degree

The total number of units required for the Bachelor of Science in Nursing is 124. This consists of a specific combination of prerequisites, general education, nursing, and elective courses. Nursing 302 is required as the first course.

The following courses are required for the nursing major: Nursing 300, 302, 305, 305L, 307, 320, 353, 355, 355L, 357, 400, 400L, 402, 402L, 450, 450L, 452, and 452L Total: 43 units. Nine additional units of CSUF upper-division general electives are required to complete upper-division, in-residence units. A 3 unit upper-division statistics course is included as a required course and meets upper- division GE requirements for the BSN degree.

All students must complete the university upper-division baccalaureate writing requirement, which includes the Examination in Writing Proficiency. Nursing 305 is approved as the upper-division writing course.

ACCELERATED ASSOCIATE DEGREE TO MASTER'S DEGREE PROGRAM (ADN TO MSN)

Nursing Administration Concentration

The Department of Nursing at California State University, Fullerton, attracts motivated and capable nurses committed to improving professional nursing and health care through clinical practice, health education, leadership, and management. The Department offers the Nursing Administration concentration as part of the Accelerated Bachelor of Science to Master of Science in Nursing (ADN to MSN) Program. Students may also apply to the CSUF nurse anesthetist and family nurse practitioner MSN concentrations toward the end of their accelerated BSN coursework, and compete with other applicants to those specialty concentrations.

The ADN to MSN Program is specifically designed for registered nurses wishing to advance their careers through an accelerated program of study combining undergraduate (BSN) and graduate (MSN) level courses leading ultimately to a Master of Science in Nursing degree, and including eligibility for certification in public health nursing in the State of California. Five of the undergraduate nursing courses (9 units total), Nursing 300, 400/400L, and 450/450L, are waived and replaced by their graduate-level counterparts, Nursing 501, 505A, and 507, as part of the accelerated program. Accelerated students will complete modified assignments in other nursing courses to ensure they possess the prerequisite knowledge and skills from the waived courses to progress through the program as well as be prepared to take the graduate courses. The baccalaureate program is fully accredited by the National League for Nursing and the graduate program is accredited by the Council of Collegiate Education in Nursing. Course offerings allow for full-time or part-time study.

CSUF University Admission Requirements

- California residents must meet the following requirements to qualify
 as an upper-division transfer student: Completion of at least 56 transferable semester units with a Grade Point Average (GPA) of at least 2.0.*
- 2. Non-California residents must have a GPA of 2.4 or higher. Students are urged to apply for certification of their general education units before transferring.*

^{*}All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full-time, where English is the principal language of instruction, must demonstrate competence in English by taking the TOEFL test. A minimum score of 500 (paper) or 173 (computer) on the TOEFL test is required.

3. "Basic Four" general education requirements: Speech, English Composition, College Level Math, and Critical Thinking

ADN to MSN Program Admission Requirements

- An Associate degree or its equivalent in nursing from an accredited institution
- GPA of 3.0 or higher on a 4.0 scale
- Completion of college level courses in the following areas with a grade of C or better:

Anatomy and Physiology, with lab

General Chemistry, with lab

Microbiology, with lab

Psychology

Sociology or Anthropology

- Current California RN license or be eligible**
- Professional Liability Insurance (for lab/clinical courses)
- Current CPR card



- Current PPD or chest x-ray (done within the past year)
- Official
 Documentation of IMMUNE Status for MMR,
 Hepatitis B, and
 Varicella
- Current California
 driver's license
- Current automobile insurance
- Personal Written statement of purpose (goals and objectives)
- Interview with Graduate Program Adviser

Requirements for Progression to the Master's program

- Completion of all accelerated baccalaureate level course requirements: Nursing 302, 305/L, 307, 320, 353, 355/L, 357, Sociology 303, Nursing 402/L, 452/L, 501, 505A, and 507/L; six additional units of upper-division General Education
- 2. Maintain a GPA of 3.0 or higher
- 3. Upon completion of the above-listed BSN degree requirements, students apply to the University to enter the Master of Science in Nursing program and begin the University graduate courses beyond those taken as an undergraduate student. The application fee is \$55. Students who enroll in the MSN through this accelerated program pay the same graduate level fees as all other master's students.

Requirements for Completion of the Master's Degree

The following courses are required to complete the program in nursing administration:

Management 524, Nursing 505B, 508, 511, 513, 514, 515A, 515B, 595A, 595B, and 597 or 598 and four elective units approved by the Graduate Adviser.

MASTER OF SCIENCE IN NURSING

Application Deadlines

Nursing Administration: Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester.

Nurse Anesthetist: Applications are accepted for fall semester only with a deadline of November 30th to begin the following fall. Family Nurse Practitioner: Applications are accepted for fall semester only with a deadline of March 1st.

NOTE: Deadlines may be changed based upon enrollment projections. For current information, check the Nursing Department website or the University Graduate Studies website http://www.fullerton.edu/graduate.

Admission Requirements

Applicants seeking admission to the Master of Science in Nursing program must have:

- A baccalaureate degree in nursing from an accredited institution (including National League of Nursing accreditation).
- 2. A minimum grade-point average of 2.5 in the last 60 units taken is required by the University.
- 3. A grade-point average of at least 3.0 on a 4.0 scale in overall undergraduate course work is required by the Nursing Department. For GPA deficiencies, students may be allowed to complete other nursing adviser-approved, academic courses that relate to their future concentration option to raise the GPA.
- Undergraduate upper-division courses in statistics and research with a grade of C or better are required for admission. Statistics courses with multivariate, inferential, parametric content will be accepted.
- Current California RN license, malpractice insurance, CPR card (BCLS), medical clearance (PPD or chest x-ray, MMR, Hepatitis B and Varicella), proper automobile licensure and insurance are also required.
- 6. Three letters of reference and a personal written statement of purpose For those interested in the Nurse Anesthetist concentration, additional requirements include:
- Minimum of one year of nursing experience in critical care, emergency, or post-anesthesia care.
- 2. Completion of BCLS, ACLS, and PALS
- 3. Completion of interviews as requested.

Applications for the Family Nurse Practitioner (FNP) concentration have additional requirements as follows:

- Minimum of three years of clinical nursing experience within the past five years
- 2. Completion of interviews as requested

^{**}Completion of one year of work experience as a registered nurse is recommended.

NURSING ADMINISTRATION CONCENTRATION

The Nursing Administration concentration requires 42 units including a project or thesis. This concentration is offered on a part-time or full-time schedule basis. Students who may have completed prior equivalent graduate course work may complete the degree with a minimum of 32 units.

Core Requirements (13 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (1)

Concentration (22 units)

Nursing 511 Management of Nursing Services (3)

Nursing 513 Nursing Services Economics (3)

Management 524 Seminar in Organizational Behavior & Administration (3)

Nursing 514 Nursing Service Administration Practicum I (3)

Nursing 515A,B Nursing Service Administration Practicum II (3,3)

Nursing 508 Advanced Nursing: Vulnerable Populations (4)

Elective (3 units)

One course in an area supportive of nursing administration is chosen in consultation with the graduate program adviser.

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1,)

NURSE ANESTHETIST CONCENTRATION

The Nurse Anesthetist concentration requires 73 units of full-time study including a project or thesis. Students who may have completed prior equivalent graduate coursework may complete the degree with a minimum of 56 units. Clinical hours are based on competency guidelines from the Kaiser Permanente School of Anesthesia.

Core Requirements (13 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (1)

Concentration (56 units)

Nursing 580 Foundations of Nurse Anesthesia Practice (3)

Nursing 581 Clinical Studies in Nurse Anesthesia (3)

Nursing 582 Foundations of Nurse Anesthesia Practice II (4)

Nursing 584 Principles of Nurse Anesthesia Practice I (3)

Nursing 585L Nurse Anesthesia Practicum (2)

Nursing 586 Principles of Nurse Anesthesia Practice II (3)

Nursing 587L Nurse Anesthesia Practicum II (5)

Nursing 588 Principles of Nurse Anesthesia III (4)

Nursing 589L Nurse Anesthesia Practicum III (7)

Nursing 590 Principles of Nurse Anesthesia Practice IV (4)

Nursing 591L Nurse Anesthesia Practicum IV (7)

Nursing 592 Professional Nurse Anesthesia Role (4)

Nursing 593L Nurse Anesthesia Practicum V (7)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1)

Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1,)

FAMILY NURSE PRACTITIONER CONCENTRATION

This 59-unit concentration offers an advanced degree in nursing to baccalaureate nurse graduates interested in a career as a family nurse practitioner (FNP). The program is offered in partnership with University of California, Irvine, College of Medicine, Department of Family Medicine, Office of Nursing and Allied Health. Students who may have completed prior equivalent graduate course work may complete the degree with a minimum of 42 units.

Core Requirements (17 units)

Nursing 501 Theoretical Perspectives for Nursing Practice (3)

Nursing 505A Nursing Research & Evaluation for Practice (3)

Nursing 505B Seminar in Nursing Research (3)

Nursing 507 Advanced Decision Making: Nursing Issues Seminar (3)

Nursing 507L Advanced Decision Making: Nursing Issues Lab (1)

Nursing 508 Advanced Nursing: Vulnerable Populations (4)

Concentration Requirements (35 units)

Nursing 540 Advanced Pathophysiology (2)

Nursing 542 Advanced Health Assessment (2)

Nursing 542L Advanced Health Assessment Lab (1)

Nursing 544 Health Promotion/Disease Prevention (2)

Nursing 552 Pharmacology for Advanced Practice Nursing (3)

Nursing 545L Advanced Health Assessment/Health Promotion
Practicum (2)

Nursing 546 Primary Health Care of Women I: Family Planning and Gynecologic Care (2)

Nursing 548A Primary Care: Acute Problems I (2)

Nursing 548B Primary Care: Acute Problems II (2)

Nursing 548L Primary Care of Common or Acute Health Problems Practicum (3)

Nursing 554 Primary Health Care of Women II: Obstetric Health (2)

Nursing 558 Primary Care of Pediatric Patients (2)

Nursing 558L Primary Care of Pediatric Patients Practicum (2)

Nursing 560 Primary Care of Adult, Geriatric and Chronic Health Problems (3)

Nursing 560L Primary Care of Adult, Geriatric and Chronic Health Problems Practicum (3)

Nursing 568L Primary Care Family Practice Practicum (2)

Thesis/Project Option (4 units)

Nursing 595A,B Thesis/Project Seminar (1,1) Nursing 597A,B Project (1,1)

OR Nursing 598A,B Thesis (1,1,)

NURSING COURSES

Courses are designated as NURS in the class schedule

Note: All nursing courses for the B.S. in Nursing require (1) admission to the university as a nursing major, (2) current California R.N. licensure, (3) junior or senior standing and (4) consent of instructor. The Department of Nursing application, health care information listed under the "Bachelors of Science in Nursing" text above, and references are also required.

300 Nursing Theories: Basis for Professional Practice (3)

Nursing 305L and 305, which may be taken concurrently. Discussion and comparison of concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing. Includes philosophy and conceptual framework of the nursing program and use of theory in the nursing process.

301 Promotion of Optimal Health (3)

Prerequisites: one course from General Education Category III.A.2 and upper-division standing. Advanced health concepts and practices. Common health problems, causative factors, and methods for prevention. Preventive and promotive health concepts and practices explored, integrating physiological, psychosocial, spiritual, cultural, and environmental factors which inhibit or facilitate optimal health. This is an elective for nursing majors. (Same as Health Science 301)

302 Assessment and Planning for Nursing Scholarship (2)

Required as first course in the baccalaureate nursing program.

Comprehensive assessment of personal learning style, social support skills, and cognitive and technical nursing skills of first semester BSN students. Initial development program portfolio, including an individualized learning plan that builds on assessment results and personal learning goals. Internet access required.

303 Women's Health and Healing (3)

Prerequisite: upper-division standing or consent of instructor.

Analysis of issues affecting women's health across the lifespan, utilizing literature from many disciplines to provide an integrated approach. Improvement of health care consumerism, feminist understanding, and scholarly inquiry concerning women's health concerns are goals. This is an elective for nursing majors.

305 Professional Nursing I (3)

Co-requisite: Nursing 305L. Focuses on professional nursing role, communication theory and principles, and the nursing process. Includes psycho-social concepts relative to health of the individual. Influence of culture, role, social support, and values evaluated. Meets undergraduate writing requirement.

305L Professional Nursing I: Laboratory/Clinical (2)

Co-requisite: Nursing 305. Focuses on interaction and socialization into the professional role. Students utilize nursing process with clients exhibiting psycho-social-spiritual-cultural risks to health. Competence in critical thinking, evaluation, and writing is facilitated. Meets undergraduate writing requirement.

306 Health and Safety for Early Childhood (3)

Prerequisite: R.N. License, or Child Development 320, or Child/ Adolescent Studies 325, or equivalent. Focus on preventive measures for child care professionals to promote safe, healthy environments at home, play, or in group care. Assists individuals who supervise and care for young children to recognize, differentiate, and respond to common safety hazards, illness, and injuries. This is an elective for nursing majors.

307 Health Promotion: Parent-Child Nursing (3)

Theories and issues important in parent-child nursing. Specific nursing interventions useful in promoting health relative to developmental change. Topics explored: genetic counseling, parent-child bonding, sexuality, adaptation patterns from conception through adolescence, cultural determinants.

320 The Process of Teaching in Nursing (2)

Prerequisite or co-requisite: Nursing 302. Nursing knowledge and skills in clinical teaching situations with individuals, families, and groups. Content includes theories and principles of learning, teaching strategies and methodologies, teaching resources, and evaluation of instruction.

353 Alterations in Health Status: Applications in Nursing (4)

Prerequisite: junior standing. Discusses alterations in health status and their applications to nursing practice. Addresses alterations at the cell and system levels, and potential resulting functional changes. Epidemiological approaches and clinical case studies will be presented to support nursing assessments and interventions.

355 Professional Nursing II (3)

Prerequisites: Nursing 302, 305, 305L. Co-requisites: Nursing 355L. Nursing 320 and 353 are to be taken prior to or concurrent with Nursing 355. Adult health assessment including common variations found in the child and older adult. Analysis of health data and identification of health risks of specific groups emphasized. Research findings used to support nursing interventions to reduce risk and promote health.

355L Professional Nursing II: Laboratory/Clinical (2)

Prerequisites: Nursing 302, 305, 305L. Co-requisites: Nursing 355. Nursing 320 and 353 are to be taken prior to or concurrent with Nursing 355L. Students practice history taking, physical examination techniques and risk identification on peers in supervised on-campus setting. Students apply these skills and intervene to reduce risk and/or promote health with individual clients.

357 Health Promotion: Adult-Aged Nursing (3)

Prerequisite: Nursing major or declared Gerontology minor at the junior level. Developmental theories of adulthood and the aging process are discussed with emphasis on analysis of health behavior of adults. Normative transitions, basic crises of adult life, and the nurse's role in health promotion throughout the adult life cycle are included.

400 Professional Dimensions of Nursing (2)

Prerequisites: Nursing 300, 305, 305L. Co-requisite: Nursing 400L. Analysis of social trends and issues affecting nursing and health care. Bioethics, health care legislation, and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision-making.

400L Professional Dimensions of Nursing: Laboratory (1)

Prerequisites: Nursing 300, 305, 305L. Co-requisite: Nursing 400. Understanding of group dynamics theory by assuming leader and member roles. Actual and potential stressors are explored and communication patterns analyzed. Includes examination of pending legislation, health planning, professional organizations, and community health advocacy groups.

401 Epidemiology (3)

May be taken as an elective for nursing majors. (Same as Health Science 401)

402 Community Health Nursing (3)

Prerequisites: junior level nursing courses. Co-requisite: Nursing 402L. Theories of community health and nursing synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis on family health care, assessment of community health needs, advocacy, and collaborative role.

402L Community Health Nursing: Clinical (3)

Prerequisites: junior level nursing courses. Co-requisite: Nursing 402. Application of community health nursing concepts to family health care in the community milieu. Students collaborate with families and others and use community resources to promote optimal family health and improve health status. (Clinical 9 hours)

450 Nursing Research (2)

Prerequisites: Nursing 300, upper-division statistics course. Co-requisite: Nursing 450L. Historical, philosophical, and ethical aspects of nursing research. Relationship between nursing research and professional accountability. Principles and methods of research process with emphasis on evaluating research for use in leadership and professional role.

450L Nursing Research: Laboratory (1)

Prerequisites: Nursing 300, upper-division statistics course. Co-requisite: Nursing 450. Evaluation of specific nursing studies to determine significance and applicability to nursing practice.

452 Leadership/Management in Professional Nursing (3)

Prerequisites: Nursing 400, 400L, 402L. Co-requisite: Nursing 452L. Nursing 450 and 450L must be taken prior to or concurrently. Theories of leadership/management; concepts of power, motivation, decision-making, change, and management skills related to the professional nursing role in the health care system.

452L Leadership/Management in Professional Nursing: Clinical (3)

Prerequisites: Nursing 400, 400L, 402L. Co-requisite: Nursing 452. Nursing 450 and 450L must be taken prior to or concurrently. Application of leadership/management theories and skills in student-selected and faculty approved clinical settings. (Clinical 9 hours)

499 Independent Study in Nursing (1-3)

Prerequisites: senior standing in nursing and/or consent of instructor. Individually supervised studies and/or projects.

501 Theoretical Perspectives for Nursing Practice (3)

Prerequisite: graduate status or consent of instructor. Study and critique of the organization and development of nursing knowledge.

505A Nursing Research and Evaluation for Practice (3)

Prerequisite: graduate standing. An overview of research methodology, research problems, interpretation and utilization of research results, with emphasis on critique of qualitative and quantitative nursing research.

505B Seminar in Nursing Research (3)

Prerequisite: graduate standing. Examination of concepts and issues related to quantitative research design and measurement; development of hypothetical nursing project or thesis. The course focus is the development and refinement of project, grant or research ideas for a proposal (including problem and purpose statements, literature review, frameworks, concepts definitions and measurement tools, work plan, timeline, or method, and evaluation or data analysis plan).

507 Advanced Decision Making: Nursing Issues Seminar (3)

Prerequisite: graduate standing. Co-requisite: Nursing 507L. This course is an in-depth analysis of selected professional nursing issues. The scope of these issues has significant impact on the practice of nursing. Emphasis will be on decision making, including analysis, exploration and resolution of issues affecting all levels of nursing.

507L Advanced Decision Making: Nursing Issues Lab (1)

Co-requisite: Nursing 507. Three hours per week of seminar/field activities geared to the student's specialty (e.g., anesthesia, administration, family practice nursing).

508 Advanced Nursing: Vulnerable Populations (4)

Prerequisite: graduate level standing. Applies the epidemiological model to analyze risk factors that place populations at health risk and plan nursing interventions to promote health and prevent disease. (3 hour lecture/discussion, 3 hours practicum each week)

511 Management of Nursing Services (3)

Prerequisite: admission to the Nursing Administration concentration or consent of the instructor. Focuses on theoretical bases for organizational context, structure, and function. Includes models for strategic management of services in a health care industry that deals with diverse client populations.

513 Nursing Service Economics (3)

Prerequisite: Management 524 or consent of instructor, Economics of nursing services applied within the organizational context of health care systems.

514 Nursing Service Administration Practicum I (3)

Prerequisites: Nursing 511 and 513. Supervised learning experiences in administration of nursing services. Focuses on application of organizational and nursing theories and identification of researchable problems in nursing service administration. (Six hours of practicum each week.)

515A,B Nursing Service Administration Practicum IIA,B (3,3)

Prerequisite: Nursing 514. Synthesis of theory and practice to develop and utilize techniques for strategic management in nursing service administration. Includes issues relevant to advanced clinical practice in nursing. (Nine hours of practicum each week per 3 units)

521 Issues in Health Care of the Aged (3)

Prerequisite: Nursing 501, graduate status, or consent of instructor. Exploration of the interrelationships of various issues, trends, and theories related to the aging and the delivery and utilization of health care. Focus upon case studies of the older adult to explore selected ethical theories and dilemmas in health care.

522 Implications for Nursing the Aged: Physiological Interventions (3)

Prerequisites: Nursing 501 and 505A (or co-requisite) or consent of instructor. Study of normal aspects of aging with emphasis upon common health deviations. Application of selected theories and research relevant to nursing care of the aged. Identification and management of alterations in health status of the aged.

523 Implications For Nursing the Aged: Psychosocial Interventions (3)

Prerequisite: Nursing 521 or consent of instructor. Common psychosocial problems of older adults and nursing intervention strategies to promote and maintain optimal psychosocial functioning. Differentiation between healthy cognitive, affective and interpersonal functioning, and behavior that indicates actual or potential health deviation is the focus of fieldwork.

525 Advanced Gerontological Nursing (6)

Prerequisites: Nursing 522 and Nursing 523. Synthesis of theory and research in the application to clinical problems of the well, frail, and ill elderly. Course focuses upon nursing interventions that advocate for the health care of the elderly. Fieldwork offers opportunity of innovative and diverse practice options. (18 hours of practicum each week).

540 Advanced Pathophysiology: Clinical Implications for Nurses (2)

Prerequisite: graduate standing. Course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across life span. Clinical case studies utilized to demonstrate the pathophysiologic basis for assessment and management of common health problems.

542 Advanced Health Assessment (2)

Prerequisite: graduate nursing standing. Application of theoretical concepts related to comprehensive health assessment of patients across the lifespan. Emphasis on analysis, synthesis, and application of comprehensive health assessment data including the bio-psychosocial, development, and environmental needs of patients and families.

542L Advanced Health Assessment Laboratory (1)

Co-requisite: Nursing 542. Comprehensive clinical application of advanced health assessment skills and strategies necessary for advanced practice nursing role in a particular area of specialization.

544 Health Promotion/Disease Prevention (2)

Prerequisites: graduate standing and consent of instructor. Emphasis on national clinical preventive services guidelines for health promotion, disease prevention, health assessment and screening pertinent to various age groups.

545L Advanced Health Assessment/Health Promotion Practicum (2)

Prerequisites: Nursing 542, 542L, and 544. This clinical experience is designed to provide clinical application of theory and research related to the advanced health assessment and health promotion across the lifespan.

546 Primary Care of Woman I; Family Planning/Gynecology (2)

Prerequisites: Nursing 540, 542, and 542L. Primary health care of women by advanced practice nurses from adolescence through adulthood including assessment, diagnosis prevention, current research, management and education of common gynecologic and family planning health care needs.

548A Primary Care: Acute Problems I (2)

Prerequisites: Nursing 540, 542 and 542L. Focuses on theory and research related to the most basic and common acute or episodic problems affecting patients and families across the lifespan. Discussion includes health promotion, disease prevention, assessment, differential diagnosis, management, and patient/family education and counseling related to these conditions. Concepts of quality health care, resource management, and shared-decision making are emphasized.

548B Primary Care: Acute Problems II (2)

Prerequisites: Nursing 540, 542, 542L, and 548A. Focuses on theory and research related to the more complex of the common acute or episodic problems affecting patients and families across the lifespan. Discussion includes health promotion, disease prevention, assessment, differential diagnosis, management, and patient/family education and counseling related to these conditions. Concepts of quality health care, resource management and shared-decision making are emphasized.

548L Primary Care of Common Health Care Problems Practicum (3)

Co-requisite: Nursing 548. This clinical experience is designed to provide the Family Nurse Practitioner student the opportunity to interact with patients across the lifespan presenting with acute, episodic health conditions in selected primary care settings. (Nine hours of practicum each week.)

552 Pharmacology for Advanced Practice Nurses (3)

Prerequisite: graduate standing or consent of instructor. Advanced course of pharmacology and pharacotheurapeutic content and application relevant to the Advanced Practice Nurse.

554 Primary Care of Women II: Obstetric Health (3)

Co-requisite: Nursing 554L. This course focuses on theory and research related to the obstetrical health care needs of women. Assessment, management, and education/counseling needs of women during pregnancy are emphasized. Social, physiological, legal and ethical issues associated with pre and postnatal care are included.

554L Primary Care of Women II; Women's Health Practicum (3)

Co-requisite: Nursing 554. Clinical application of theory and research related to the gynecologic and obstetrical health care needs of women and their families. Preceptored clinical experiences in selected primary care settings are designed to provide students with competencies in the assessment, diagnosis, management and education/counseling of women and their families throughout the pre and post natal period and related to their gynecologic health care needs. (Nine hours of practicum each week.)

558 Primary Care of Pediatric Patients (2)

Co-requisite: Nursing 558L. Prerequisite: Second year graduate standing. Theory and research-based management of common pediatric health problems encountered in primary care setting focusing on socioeconomic, political, cultural and ethical influences. Population based disease management models are covered.

558L Primary Care of Pediatric Patient Practicum (2)

Co-requisite: Nursing 558. Field study applying theory to clinical practice for care of children and their families with health problems in primary care settings. Emphasis includes assessment diagnosis, management and patient/family education. Lifestyle modification and counseling strategies. (Six hours of practicum each week.)

560 Primary Care of Adult, Geriatric and Chronic Health Problems (2)

Co-requisite: Nursing 560L. Common health problems affecting adult and geriatric patients and their families. Theory and research related to comprehensive assessment, clinical decision-making and differential diagnosis, management and patient/family education of health problems in primary care settings.

560L Care of Adult/Geriatric and Chronic Health Problems (3)

Prerequisite: second year graduate student. Co-requisite: Nursing 560. Application of theory and research related to the care of adult and elderly patients and their families diagnosed with acute and chronic health care problems in primary care settings. (Nine hours of practicum each week.)

568L Primary Care Family Practice Practicum (2)

Prerequisite: completion of all other FNP courses and consent of instructor. This is the culminating clinical experience for family nurse practitioner students and serves as a transition from the student role to the advanced practice nurse. (Six hours practicum each week.)

580 Foundations of Nurse Anesthesia Practice (3)

Prerequisite: admission to the nurse anesthetist concentration. This course will provide the anesthesia student with the scientific foundations of anesthesia practice. Integration of neuro-anatomical, biological, physical, and pharmacological principles will serve as a basis for the assessment and management of the patient undergoing anesthesia.

581 Clinical Studies in Nurse Anesthesia (3)

Prerequisite: admission to the nurse anesthetist concentration. Provides students with an understanding of basic anesthesia theories and applications prior to entry into clinical practice. Emphasis includes perioperative patient assessment, airway management, anesthesia monitoring and treatment modalities.

582 Foundations of Nurse Anesthesia Practice II (4)

Prerequisite: Nursing 580. Co-requisite: Nursing 584.Pre or co-requisite: Nursing 505A. This course is second in a sequence that will provide the anesthesia student with selected scientific foundations of anesthesia practice, focusing on cardiopulmonary and renal systems.

584 Principles of Nurse Anesthesia Practice I (3)

Prerequisite: Nursing 581. Co-requisite: Nursing 585L. Pre or co-requisite: Nursing 505A. Provides students with the pathophysiological basis for anesthesia as related to high risk, special needs populations and specific clinical situations. Case study discussions incorporate anesthesia theory and principles.

585L Nurse Anesthesia Practicum I (2)

Prerequisite: Nursing 581. Co-requisite: Nursing 584. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of the foundational principles of anesthesia.

586 Principles of Nurse Anesthesia Practice II 3

Prerequisites: Nursing 584. Co-requisite: Nursing 587L. This course focuses on advanced theory of anesthesia management for specialized patient populations, focusing on obstetrics, pediatrics, geriatrics, and obesity, including principles which underlie competent operative planning, decision making, and case management.

587L Nurse Anesthesia Practicum II (5)

Prerequisites: Nursing 585L. Co-requisite: Nursing 586. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations.

588 Principles of Nurse Anesthesia Practice III (4)

Course incorporates the pathophsychologic basis for anesthesia case management including pulmonary and cardiothoracic care. Principles of regional anesthesia will also be studied. Application of current scientific literature will be reviewed and emphasized.

589L Nurse Anesthesia Practicum III (7)

Continuing preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations and clinical decision-making in the practice of anesthesia.

590 Principles of Nurse Anesthesia Practice I (4)

Prerequisite: Nursing 588. Co-requisite: Nursing 591L. Course incorporates the pathophysiologic basis for anesthesia management including neurologic, endocrine, and gastro-intestinal care. The course integrates concepts of pharmacology related to anesthesia and the application of current scientific research findings in these populations.

591L Nurse Anesthesia Practicum IV (7)

Prerequisite: Nursing 589L. Co-requisite: Nursing 590. Preceptored clinical experience designed to provide the nurse anesthetist student with clinical application of increasingly complex clinical situations.

592 Professional Nurse Anesthesia Role (4)

Prerequisite: Nursing 590. Co-requisite: Nursing 593L. An analysis of the professional component of nurse anesthesia practice emphasizing ethical, medical and legal responsibilities of the practitioner.

593L Nurse Anesthesia Practicum V (7)

Prerequisite: Nursing 591L. Co-requisite: Nursing 592. Culminating preceptored clinical experience designed to provide the nurse anesthetist student with clinical practice in all areas of anesthesia management.

595A,B Thesis/Project Seminar (1,1)

Prerequisites: Nursing 505A,B. Nursing 597A,B or 598A,B are co-requisites as appropriate. These seminar courses facilitate completion of projects and thesis research leading to the master's degree with an emphasis on assisting students with logistical and technical requirements at various phases of a research investigation or the conduct of a project.

597A,B Project (1,1)

Prerequisites: Nursing 505B and consent of the instructor; Nursing 595A,B are co-requisite courses. Nursing 597A is prerequisite to 597B. Identification of specific issues/problems in degree concentration and development and completion of project.

598A,B Thesis (1,1)

Prerequisites: Nursing 505B and consent of the instructor for Nursing 598A; Nursing 598A is a prerequisite to Nursing 598B; Nursing 595 A,B are co-requisite courses. Individual research with conferences with instructor, culminating in a thesis.

599 Independent Graduate Study (1-3)

Prerequisite: graduate student status and consent of instructor. Independent inquiry resulting in oral or written report. May be repeated with different content for additional credit.

INTRODUCTION

Philosophy began when people first questioned the accounts poets and priests had handed down about the structure of the world and the meaning of human life. Since then philosophers have helped create and explore virtually every aspect of our cultural life, including science, religion, art and politics. To study philosophy, therefore, is to engage in a classic form of liberal education in which powers of reasoning and conceptual analysis are explicitly developed. The study of philosophy includes: (1) the development of critical thinking and writing skills; (2) the investigation of conceptual problems encountered in the course of reflecting about experience; (3) the assessment of assumptions underlying other sciences and arts; and (4) the exploration of intellectual and cultural history from a broad perspective. Philosophy is not a "high unit" major. It is possible for many students to obtain the benefits of a philosophically based liberal education while also majoring in another discipline. The Philosophy Department also encourages minors, which can be tailored to the students individual interests or other fields of study. Majoring or minoring in philosophy is an excellent way of preparing for law school and other careers that involve facility in reasoning, analysis and information processing.

AWARDS IN PHILOSOPHY

The Paul C. Hayner Memorial Award, to the outstanding graduating senior in philosophy; the William H. Alamshah Memorial Prize, for the best undergraduate philosophy essay submitted; the Claire and Craig Ihara Award for contribution to the philosophical community.

BACHELOR OF ARTS IN PHILOSOPHY

The Bachelor of Arts in Philosophy requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives. Students complete a minimum of 39 units in general philosophy or 39 units in the concentration. The general philosophy program requires the following:

- 1. Philosophy 315 Philosophical Argument and Writing (3 units)
- Required courses in the history of philosophy before 1900 (9 units)
 Philosophy 290 History of Philosophy: Greek Philosophy (3)
 Philosophy 300 History of Philosophy: Rationalism and Empiricism (3)
 Philosophy 301 History of Philosophy: Kant and the 19th Century (3)
- 3. Additional history of philosophy requirement (6 units)

 Two of the following courses: Philosophy 291, 323, 380, 381, 383.
- 4. Other course requirements (3 units each from a. and b.)
 - a. Ethics: Philosophy 345 or 410
 - b. Metaphysics, Epistemology: Philosophy 420, 430, or 440
- 5. Seminar requirement (3 units)

 Three units (one course) from Philosophy 447T, 455, 460, 470, 480 or 490
- 6. Electives (12 units)

Choose 12 units of philosophy courses, no more than six lower-division, which have not been used to fulfill other requirements.

DEPARTMENT CHAIR

Albert Flores

DEPARTMENT OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/philosophy/

PROGRAMS OFFERED

Bachelor of Arts in Philosophy

Concentration in Social, Moral, and Legal Philosophy for the Professions

Minor in Philosophy

FACULTY

Mitch Avila, Heather Battaly, Amy Coplan, Albert Flores, James R. Hofmann, Craig K. Ihara, Merrill Ring, J. Michael Russell, Shari Starrett

ADVISERS

For advisement about the major, minor, or concentration in philosophy, please contact the departmental undergraduate adviser.

CONCENTRATION IN SOCIAL, MORAL, AND LEGAL PHILOSOPHY FOR THE PROFESSIONS

This concentration requires a total of 39 units and prepares students for post-baccalaureate professional studies and eventually a career in their chosen field. Students who complete the Concentration in Social, Moral, and Legal Philosophy for the Professions while earning their Bachelor of Arts in Philosophy should be equipped with the intellectual skills (i.e., critical reading and analysis skills) necessary in order to successfully apply to, enter, and graduate from competitive professional graduate programs such as law, business, and administration.

- Argumentation and Writing Requirement (3 units)
 Philosophy 315 Philosophical Argument and Writing (3)
- Pre-1900 History Sequence (9 units)
 Philosophy 290 Greek Philosophy (3)
 Philosophy 300 Rationalism and Empiricism (3)
 Philosophy 301 Kant and 19th Century (3)
- 3. Ethics, Social/Political Philosophy (6 units), choose from:
 Philosophy 345 Social and Political Philosophy (3)
 Philosophy 410 Ethical Theory (3)
 Philosophy 355 Philosophy of Law (3)
 Philosophy 382 Marx and Marxism (3)
- Applied Ethics, Social/Political Philosophy (3 units), choose from Philosophy 312 Business and Professional Ethics (3)
 Philosophy 313 Environmental Ethics (3)
 Philosophy 314 Medical Ethics (3)
 Philosophy 320 Contemporary Moral Issues (3)
 Philosophy 377 Philosophical Approaches to Race, Class, and Gender (3)
- 5. Core Topics in Philosophy (6 units), choose from:
 Philosophy 303 Intro to Philosophy of Science (3)
 Philosophy 323 Existentialism (3)
 Philosophy 348 Philosophy of Religion (3)
 Philosophy 380 Analytical Philosophy 1900 to 1950 (3)
 Philosophy 381 Analytic Tradition: 1950 to the Present (3)
 Philosophy 383 Postmodernism (3)
 Philosophy 420 Metaphysics (3)
 Philosophy 430 Epistemology (3)
 Philosophy 440 Philosophy of Mind (3)
- 6. Philosophy 405 Advanced Topics in Critical Thinking (3)
- 7. Philosophy 493 Senior Internship in Ethics and Society (3)
- Electives (6 units)
 Six units of philosophy courses that have not been used to fulfill other requirements. No more than six lower-division units may count toward electives in the major.

MINOR IN PHILOSOPHY

Students in other disciplines often find that a background in philosophy enriches their university experience and enhances work done in other fields in preparation for specific careers. The minor in philosophy requires 21 units in philosophy, at least 12 of which must be upperdivision. Up to nine units taken in fulfillment of general education requirements may be counted toward the minor. The Department of

Philosophy offers two ways of pursuing the minor. The "alternative B" minor is especially appropriate for students preparing for professional degrees in law or medicine.

Alternative A:

Among the 21 units, at least six units from among the following courses: Philosophy 290, 291, 300, 301; and either a seminar or three units of Philosophy 499.

Alternative B:

Among the 21 units, at least 15 units to be chosen from among philosophy courses correlative to the student's major or intended post-baccalaureate field, as approved by the philosophy adviser.

RECOMMENDED COURSE WORK FOR PHILOSOPHY MAJORS

A program in philosophy profits greatly from the study of psychology, the natural and social sciences, and literature. Students are advised to supplement their studies in philosophy with course work offered in these fields and in fields closely related to their philosophical interests.

Students who are planning to attend graduate school in philosophy are urged to acquire proficiency in a foreign language, and to include in their programs as many as possible of the following:

Philosophy 303 Introduction to the Philosophy of Science (3)

Philosophy 345 Social and Political Philosophy (3)

Philosophy 368 First Course in Symbolic Logic (3)

Philosophy 375 Introduction to the Philosophy of Language (3)

Philosophy 380 Analytic Philosophy (3)

Philosophy 410 Ethical Theory (3)

Philosophy 420 Metaphysics (3)

Philosophy 430 Epistemology (3)

Philosophy 440 Philosophy of Mind (3)

Philosophy 455 Seminar in Values (3)

Students interested in pursuing admission to law school are advised to include in their programs as many as possible of the following:

Philosophy 312 Business and Professional Ethics (3)

Philosophy 313 Environmental Ethics (3)

Philosophy 314 Medical Ethics (3)

Philosophy 345 Social and Political Philosophy (3)

Philosophy 355 Philosophy of Law (3)

Philosophy 368 First Course in Symbolic Logic (3)

Philosophy 410 Ethical Theory (3)

Philosophy 455 Seminar in Values (3)

TRANSFER CREDIT

Work done in philosophy at other institutions may be counted toward the major, subject to the rules of the university and the following departmental rules: (1) only seminars can fulfill the seminar requirement; (2) only upper-division work can fulfill upper-division requirements; (3) in no case can more than six units of lower-division work taken at another institution count toward the major requirement of 39 units. Six units of philosophy taken at another university may be counted toward the minor.

CREDENTIAL INFORMATION

The bachelor's degree in philosophy may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

PHILOSOPHY COURSES

Courses are designated as PHIL in the class schedule.

100 Introduction to Philosophy (3)

The nature, methods and some of the main problems of philosophy. Primarily for freshmen and sophomores. Not a prerequisite for advanced courses. (CAN PHIL 2)

101 Meaning, Purpose, and the Good Life (3)

Introduction to Western and Eastern approaches to perennial topics in philosophy concerning human flourishing and the nature of persons. Questions considered include, "What is happiness?" "What is the good life?" "Does life have meaning and purpose?" and "What is a person?"

105 Critical Thinking (3) (Formerly 200)

Development of non-mathematical critical reasoning skills, including recognition of arguments, argument evaluation and construction of arguments.

106 Introduction to Logic (3) (Formerly 210)

The logical structure of language and correct reasoning: deduction, induction, scientific reasoning, and informal fallacies. (CAN PHIL 6)

110 Religions of the World (3)

(Same as Comparative Religion 110)

290 History of Philosophy: Greek Philosophy (3)

The origins of Western philosophy, and its development through Socrates, Plato and Aristotle.

291 History of Philosophy: Medieval Philosophy (3)

Hellenistic philosophy and such figures as Plotinus, Augustine, Thomas Aquinas, Duns Scotus, and William of Oakham.

300 History of Philosophy: Rationalism and Empiricism (3)

The rationalism of Descartes, Spinoza and Leibniz, and the empiricism of Locke, Berkeley and Hume.

301 History of Philosophy: Kant and the 19th Century (3)

Prerequisite: Philosophy 300 or consent of instructor. Brief review of rationalism and empiricism as a background to Kant. A study of the revolutionary aspects of Kant's critical philosophy. An exploration of subsequent trends in nineteenth century philosophy, emphasizing such figures as Hegel, Schopenhauer, Marx, Mill, Kierkegaard and Nietzsche.

302 Introduction to Intercultural Women's Studies (3)

(Same as Women's Studies 302)

303 Introduction to the Philosophy of Science (3)

Prerequisite: general education physical or biological science requirement. Logical and methodological features of scientific inquiry; nature of theories and interpretation of theoretical terms; scientific progress; impact of science on society and of society on science.

310 Ethics (3)

Problems of human conduct and moral evaluation: standards for moral assessment of conduct and persons; morality and its relation to mores, social demands and personal commitments.

311 Aesthetics: Philosophy of Art and Beauty (3)

The conditions and aims of art and of aesthetic experience.

312 Business and Professional Ethics (3)

Prerequisite: upper-division standing. Explores the nature and limits of the moral rights and responsibilities of business and the professions (including law, medicine, science, engineering, journalism, management and teaching).

313 Environmental Ethics (3)

Prerequisite: completion of General Education category III.B.2 or III.C.1. Examines the conceptual and moral foundations of environmental ethics focusing on ecosystem and wildlife conservation policies, animal rights, a land ethic, competing policy analyses, and obligations to future generations.

314 Medical Ethics (3)

Prerequisite: junior or senior standing. An examination of ethical issues raised by recent technical developments in medicine, and of the moral rights and responsibilities of patients and health-care professionals.

315 Philosophical Argument and Writing (3)

Prerequisite: three units of philosophy. Philosophical concepts, distinctions and methods are used to teach philosophical and argumentative writing which is clear, critical, expressive and precise. This course is designed to satisfy the classroom portion of the upperdivision writing requirement for philosophy majors.

316 Research Ethics (3)

Prerequisite: Philosophy 310 or completion of the General Education category III.A. Examines the ethical principles and problems implicit in the conduct of scientific research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit, and use of research funds, especially when animal or human subjects are used.

320 Contemporary Moral Issues (3)

Prerequisite: completion of General Education category III.B.2. Application of ethical and social/political theories to contemporary moral problems. Topics selected from current issues in law, business, medicine, sexual morality, and gender/multicultural studies, including such topics as abortion, racism, crime, punishment, welfare, domestic violence, and pornography.

323 Existentialism (3)

Introduction to existentialist perspectives on freedom, meaning, responsibility, authenticity and self-deception. The course typically includes discussion of Kierkegaard, Nietzsche, Heidegger and Sartre.

324 Existential Group (3)

Prerequisite: consent of the instructor. An investigation of how themes in the writings of existentialist philosophers pertain to the life-styles, actions, and feelings of the class participants.

325 Philosophy of Sex and Love (3)

Prerequisite: completion of General Education category III.B.2. Investigates philosophical approaches to love, friendship, marriage, and eroticism. Covers nature of love, relationship between sexuality and love, gender roles, and gender equality. Includes investigation of ethical and legal controversies in sexuality, marriage, and privacy.

333 Evolution and Creation (3)

Prerequisites: General Education categories III.A.2.a, III.A.2.c, and III.B.2. Interdisciplinary study of evolutionary biology's impact on culture in context of religious doctrines of creation. Examines both evolutionary theory and religious and philosophical reactions from Darwin to the present, including relevant educational and legal contexts.

341 Assumptions of Psychotherapy (3)

Prerequisites: junior or senior standing and completion of General Education categories III.B.2 and III.C.1. Philosophical concepts and assumptions pertinent to the theory of psychotherapy, such as the Cartesian, the mechanistic and the deterministic assumptions of Freud.

343 Philosophy of Feminism (3)

Prerequisite: three units of philosophy or three units of women's studies. A critical examination of philosophical issues connected with "second-wave" U.S. feminism. Alternative feminist theories, goals and reconstruction of traditional areas of philosophy. (Same as Women's Studies 343)

345 Social and Political Philosophy (3)

Prerequisite: three units of philosophy. A critical examination of individualism, community, freedom, authority, justice, human rights and alienation, from the perspective of social and political theory.

348 Philosophy of Religion (3)

The role of philosophy in shaping theological doctrine, in critically evaluating religious experience, in arguing for or against the existence of God, and in considering the problem of evil. (Same as Religious Studies 348)

349 Philosophy, Literature and Cinema (3)

Prerequisite: junior or senior standing and completion of General Education Category III.B.1. and III.B.2. A critical examination into the aesthetics of literature and film, with emphasis on how storytelling deepens our imagination and understanding of identity, culture, society, and values through use of word and image. (Same as Radio-TV-Film 349).

350 Asian Philosophy (3)

Prerequisite: completion of General Education category III.B.2. Asian philosophies such as Taoism, Confucianism and Buddhism (especially Zen): world views, conceptions of human nature and the good life. Applications to martial and non-martial arts. Comparisons with Western philosophies, religions and values.

352 Philosophy of Asian Martial Arts (3)

Prerequisite: three units of philosophy or appropriate prior instruction in the martial arts. A philosophical examination of Asian martial arts and how they relate to Taoism, Buddhism, Confucianism, Shinto and Zen. Samurai ideals will be compared to those of the warrior traditions of the Middle Ages and Homeric Greece.

354T Topics in Buddhism (3)

(Same as Comparative Religion 354T)

355 Philosophy of Law (3)

An exploration of the philosophical issues underlying the law, including the nature and justification of law, its relationship to morality, and the limits of free speech, criminal punishment, legal responsibility and affirmative action.

368 First Course in Symbolic Logic (3)

Prerequisites: entry-level Mathematics examination; junior or senior standing. The recognition and construction of correct deductions in the sentential logic and the first-order predicate calculus. (Same as Math 368)

375 Introduction to the Philosophy of Language (3)

Prerequisite: six units of philosophy or six units of linguistics or three units of each. A study of philosophical issues about language including topics such as meaning, reference, predication, and truth. (Same as Linguistics 375)

377 Philosophical Approaches to Race, Class, and Gender (3)

Prerequisite: one upper-division philosophy course, or course focused on race, class, or gender. Philosophical and interdisciplinary analyses of race, class, and gender. Class time divided between assessment of influential theories and writers, and development of Internet and interactive research.

379 American Philosophy (3)

Prerequisite: completion of General Education category II.B.2.

American philosophy, beginning with Whitman, Emerson, and

Thoreau on transcendentalism and nature philosophy, with particular emphasis on the pragmatism of Pierce, Dewey, James, and recent developments of neo-pragmatists Quine and Rorty.

380 Analytic Philosophy: 1900 to 1950 (3)

Prerequisite: six units in philosophy or consent of instructor. Investigation of the rise and development of the analytic movement in 20th-century philosophy. Works of such philosophers as Moore, Russell, Wittgenstein and Carnap will be studied.

381 The Analytic Tradition: 1950 to the Present (3)

Prerequisite: six units of philosophy or equivalent. A study of the character and development of post-war Anglo-American philosophy including the works of such thinkers as the later Wittgenstein, Quine, Davidson, Rorty and Putnam.

382 Marx and Marxism (3)

Prerequisite: junior or senior standing. Marx and his followers in philosophical perspective. Theories of human nature, society and intellectual activity; conceptual tools for the analysis of social phenomena; sources; and followers, both critical and dogmatic.

383 Postmodernism (3)

Prerequisite: Philosophy 301 or 323, or equivalent. Such modern and post-modern movements as phenomenology, hermeneutics, critical theory, poststructuralism, deconstruction, the Frankfurt school, and French feminism; influences of these movements on political, literary, and psychoanalytic theory.

386 Philosophy of Biology (3)

Prerequisite: completion of General Education requirements in Biological Science. Conceptual foundations of biological science and especially of evolutionary theory. Applicability of such concepts as natural law, theory reduction, emergence and teleology to the investigation of living things from the molecular to the ecological level.

399 Directed Study (1-3)

Prerequisite: approval of department. Supervised individual study as an elective. May be repeated for credit with different content. No more than three units may be taken with any one adviser in any one semester.

400 Ethical and Professional Issues in Human Services (3)

(Same as Human Services 400)

401 Knowledge in the Arts and Sciences (3)

Prerequisites: Liberal Studies 304 and either Liberal Studies 303 or 305. A philosophical analysis and comparison of how the natural sciences, the social sciences, and the arts and humanities apply epistemological or aesthetic criteria to assess scientific and artistic activities. Discussion of the evolution of these criteria in their social and ideological context.

405 Advanced Topics in Critical Thinking (3)

Prerequisite: Philosophy 105, 106, 368 or consent of instructor. Advanced study of logical argumentation, fallacies, and deductive and inductive reasoning. Includes application of critical thinking methods to applied topics in philosophy including legal ethics and legal reasoning.

410 Ethical Theory (3)

Prerequisite: prior course in ethics or instructor's consent. An examination of major ethical theories as advanced by such authors as Aristotle, Kant, Mill, and Rawls.

416 Advanced Research Ethics (3)

Prerequisite: Philosophy 310 or consent of instructor. For graduate students engaged in research, an examination of the ethical principles and problems implicit in the conduct of research, with special attention to issues of scientific integrity, fraud, deception, data accuracy, authorship credit, and use of research funds.

420 Metaphysics (3)

Prerequisite: six units in philosophy or consent of instructor.

Metaphysics and metaphysical issues such as reality, universals, space, time, substance, identity and difference, causality, permanence and change, freedom and determinism, minds and bodies.

430 Epistemology (3)

Prerequisite: six units in philosophy or consent of instructor. The nature of knowledge, belief, certainty, truth, perception, and the a priori; examinations of skepticism, traditional responses to skepticism, and the foundations of knowledge.

440 Philosophy of Mind (3)

Prerequisite: six units in philosophy or consent of instructor. The concept of mind, and such related issues as the mind-body relation, behavior, consciousness, voluntary action, weakness of will, and our knowledge of other minds.

447T Seminar in Selected Problems (3)

Prerequisite: six units in philosophy or consent of instructor. Intensive study of one philosophical concern, such as an individual philosopher or topic. May be repeated with different content for additional credit.

448 Death, Aging, and Meaning (3)

Prerequisite: completion of General Education category IV or consent of instructor. Various thinkers regard comprehending ones own death as a means to making sense of one's life. This class combines intellectual inquiry and personal exploration into assessing death, aging, and living meaningfully.

455 Seminar in Values (3)

Prerequisite: appropriate course from among Philosophy 310, 311, 410, or consent of instructor. Valuation or some important form of value: ethical, aesthetic, political. May be repeated with different content for additional credit.

460 Seminar in Logic and Language (3)

Prerequisite: appropriate course from among Philosophy 368, 369, 375. Advanced topics in logic or philosophy of language; or foundations of logic and mathematics. May be repeated with different content for additional credit.

470 Seminar in Metaphysics and Epistemology (3)

Prerequisite: Philosophy 420,430, or 440, or consent of instructor. Topics covered include metaphysics and epistemology such as reality, substance, mind, action, cause, knowledge and truth.

480 Seminar in the History of Philosophy (3)

Prerequisite: an appropriate course from among Philosophy 290, 291, 300, 301, or consent of instructor. Course covers some important work, figure, school or problem in the history of philosophy before 1900.

490 Seminar in Contemporary Philosophy (3)

Prerequisite: appropriate course work or consent of instructor. Issues raised by such 20th-century philosophers as Russell, Moore, Wittgenstein, Austin, Quine, Husserl, Heidegger, Merleau-Ponty or Foucault.

493 Senior Internship in Ethics and Society (3)

Prerequisite: six units of philosophy in ethics and/or social/political philosophy. Supervised internship in professional setting. Required course project on philosophical and ethical issues.

499 Independent Study (1-3)

Prerequisite: approval of department. To develop competency in research. May be repeated for credit. No more than three units may be taken with any one adviser in any one semester.

INTRODUCTION

Physics is the natural science that deals with the properties and interactions of matter and radiation. As such, physics provides the fundamental basis for all other sciences, and for applied science fields such as engineering and the health sciences. Many physicists engage in research designed to expand the frontiers of physical knowledge; others engage in the application of physics concepts in industry, and in private and government laboratories.

The physics major program can provide the education necessary for the student to continue studies at the graduate level that, in turn, lead to the master's and doctoral degrees. Alternatively, the physics major program can provide the education necessary for the student to work immediately upon graduation with the bachelor's degree, either in industry or government labs, in applied physics fields, or in teaching at the secondary school level. Our optional emphasis in business provides students with experience in starting or managing technology oriented business.

Each student's study program is formalized in an approved study plan that provides the type of education that will best suit that student's needs upon graduation. The emphasis of the study plan is physical theory and mathematics for those planning on graduate school, while the emphasis is the more applied courses (such as physical electronics), including advanced laboratory work, for those planning to work in applied physics upon graduation.

Students are encouraged to obtain research experience by working with faculty in their ongoing research efforts. Physics 495, Internship in Physics, provides practical work experience that integrates classroom studies with the needs and methods of modern industrial science.

BACHELOR OF SCIENCE IN PHYSICS

The Bachelor of Science in Physics requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

Lower-Division (31-32 units)

General Chemistry (Chem 120A, 125) (8)

Mathematics (Math 150A,B and 250A) (12)

Fundamental Physics (Physics 225, 226, 227 and 225L, 226L, 227L) (12)

Note: Students may take Chemistry 120B in place of Chemistry 125.

Upper-Division (21 units)

Physics 300 Survey of Mathematical Physics (3)

Physics 310 Thermodynamics, Kinetic Theory and Statistical Physics (3)

Physics 320 Classical Mechanics (4)

Physics 330 Electromagnetic Theory (4)

Physics 340 Modern Physics (4)

Physics 380 Methods of Experimental Physics (3)

Upper-Division Physics Electives (14-15 units)

Additional adviser-approved upper-division units in physics, one of which must be a laboratory course.

Note: For students completing a minor or second major in mathematics, in another science, in engineering, or in computer science, the upper-division requirement is 12 units in physics rather than 14.

DEPARTMENT CHAIR

Roger Nanes

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McCarthy Hall 611

DEPARTMENT WEBSITE

http://chaos.fullerton.edu/physics.html

PROGRAMS OFFERED

Bachelor of Science in Physics Emphasis in Business

Minor in Physics

FACULTY

Kwang-Ping Cheng, James Feagin, Heidi Fearn, Kolf Jayaweera, Murtadha Khakoo, Michael Loverude, Roger Nanes, Mark Shapiro, Keith Wanser.

ADVISERS

Undergraduate programs: James Feagin/Morty Khakoo

Graduate program: Heidi Fearn

Upper-Division Science and Engineering Electives (3 units)

Additional upper-division courses in mathematics, science, engineering and/or computer science approved by the department.

Upper-Division Writing Requirement (3 units)

English 301 Advanced College Writing

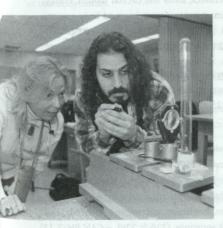
or English 360 Scientific and Technical Writing

or Business Admin 301 Advanced Business Communications (for students pursuing the emphasis in business only)

Other Requirements

Each course in physics, mathematics, chemistry and English that is required for the major must be completed with grade of C or better.

Formal academic advisement is required for all physics majors at least once every academic year. Each physics major must file a plan of study with the Physics Department prior to the student's enrollment in upper-division physics courses. This plan must be approved by the department chair.



EMPHASIS IN BUSINESS

This emphasis provides the fundamental background in business needed by physics majors who are interested either in starting a technology-related business or in joining the management staff of small to medium size technology-related businesses. Students who pursue this

program do not take Physics 227L and substitute Accounting 201A Financial Accounting (3) for Chemistry 125 in lower-division major requirements, and complete the following 21 units in physics and business electives: in place of the usual upper-division physics and science/engineering elective.

Finance 320 Business Finance (3)

Management 340 Organizational Behavior (3)

Management 465A New Venture Creation & Funding (3)

Management 465B New Venture Launch (3)

OR Business Admin 495 Internship (3)

Marketing 351 Principles of Marketing (3)

Physics 481 Experimental Physics (3)

OR Physics 482 Modern Optics Laboratory (3)

Business Admin 301 Advanced Business Communication (3)

Note: Business Admin 301 satisfies the upper-division writing requirement.

MINOR IN PHYSICS

Lower-Division (12 units)

Fundamental Physics (Physics 225, 226, 227 and 225L, 226L, 227L)

Upper-Division (9 units)

Upper-Division Experimental Physics (3)

Additional upper-division units in physics, selected in consultation with the department academic adviser with approval by both the adviser and the department chair. (6)

TEACHING CREDENTIAL

The bachelor's degree in Physics may be effectively combined with subject master studies necessary for the single subject teaching credential in science. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postbaccalaureate students need to contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then consult the department credential adviser for further program details.

MASTER OF SCIENCE IN PHYSICS

The Master of Science in Physics provides excellent preparation for applied research, development and engineering positions in industry or government. The program also is excellent preparation for teaching positions at the secondary school and community college level. In addition, the master of science degree provides an excellent foundation for further graduate study in physics or related fields such as biophysics, geophysics or engineering.

Admission Requirements

Students seeking admission to the master's program in physics must have (1) a grade-point average of 2.5 in the last 60 semester units (or the last 90 quarter units), (2) a degree from an accredited college or university with a major in physics or a closely related field (students with majors other than physics may be admitted with deficiencies), (3) a grade-point average of 2.5 for upper-division courses in the major. International student applicants are required to pass the Test of English as a Foreign Language (TOEFL) with a score of 500 or higher.

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, it is important to note that deadlines may be changed based upon enroll-1 ment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

Required Core Course (12 units)

Physics 510 Mathematical Physics (3)

Physics 520 Analytical Mechanics (3)

Physics 530A Electromagnetic Theory I (3)

Physics 555A Quantum Physics I (3)

Additional 500-Level Requirements (6 units)

Plan A (comprehensive exam) requires any two of the following

Physics 530B Electromagnetic Theory II (3)

Physics 555B Quantum Physics II (3)

Physics 416 Thermal and Statistical Physics (3) (if not used to satisfy undergraduate requirements)

Plan B (thesis) requires one of the above courses plus: Physics 599 Independent Graduate Research (3)

Electives (8-12 units)

Electives are chosen in consultation with the graduate adviser. Electives may be chosen from any 400 or 500-level physics course with exception of any courses which were used to satisfy baccalaureate degree requirements. In cases where the research objectives or career goals are interdisciplinary in nature, courses may be chosen in other fields (e.g. mathematics, chemistry, engineering, biology, geological science, science/ teacher education).

Thesis or Comprehensive Exam (0-4 units)

Physics 598 Thesis (1-4) or Comprehensive Exam

PHYSICS COURSES

Courses are designated as PHYS in the class schedule.

A grade of *C* or better is required in all prerequisite courses. Prerequisite requirements with exception of the grade requirement may be waived by the instructor of the course if the instructor is satisfied that the student is qualified to undertake the course.

101 Survey of Physics (3)

Basic concepts of physics for the non-science major. Physical concepts in real-world contexts such as global warming and lighting. How our ideas about motion, energy, heat and temperature, light and color, electricity, and atoms form a framework for understanding the natural world.

101L Survey of Physics Laboratory (1)

Co-requisite: Physics 101. Experiments that demonstrate important concepts in astronomy and physics. For non-science majors.

102 Physical Science for Future Elementary Teachers (3)

Designed especially for the prospective elementary teacher, this activity-based course will examine physical science concepts in real-world contexts such as global warming, kitchen science and the automobile. Lecture and laboratory is combined into a single unified learning experience. (Same as Chemistry 102)

115 Introductory Physics (4)

Prerequisites: high school algebra, geometry, and intermediate algebra. Development of problem solving skills in basic physics. For students with limited background in physics who plan to take additional physics courses. Does not fulfill physics requirements for majors or minors in the physical or biological sciences. (3 hours lecture, 1 hour recitation)

120 Introduction to Astronomy (3)

High school algebra recommended. Celestial motion, the solar system, galactic structure, theories of the origin of the universe and the solar system.

211 Elementary Physics (3)

Corequisites: Mathematics 130 or 150A, Physics 211L. An introduction to mechanics and thermodynamics. Designed for life and health science majors. (211 & 211L = CAN PHYS 2; 211, 211L & 212, 212L = CAN PHYS SEQ A)

211L Elementary Physics: Laboratory (1)

Corequisite: enrollment in the corresponding 211 lecture.

Laboratory 211. (3 hours laboratory). Instructional fee required.

(211 & 211L = CAN PHYS 2)

212 Elementary Physics (3)

Prerequisite: Physics 211 with a grade or C or better. Co-requisite: Physics 212L. An introduction to electricity and magnetism, wave motion and optics. Designed for life and health science majors. (212 & 212L = CAN PHYS 4)

212L Elementary Physics: Laboratory (1)

Corequisite: enrollment in the corresponding 212 lecture. (3 hours laboratory). Laboratory for 212. Instructional fee required. (212 and 212L = CAN PHYS 4)

225 Fundamental Physics: Mechanics (3)

Prerequisite: Mathematics 150A. Co-requisite: Physics 225L. Classical Newtonian mechanics; linear and circular motion; energy; linear/angular momentum; systems of particles; rigid body motion; wave motion and sound. (225 & 225L = CAN PHYS 8; 225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

225L Fundamental Physics: Laboratory (1)

Co-requisite: enrollment in 225 lecture (3 hours laboratory). Laboratory for Physics 225. Instructional fee required. (225 & 225L = CAN PHYS 8)

226 Fundamental Physics: Electricity and Magnetism (3)

Prerequisites: Mathematics 150B and Physics 225 or equivalent; concurrent enrollment in Physics 226L required. Electrostatics, electric potential, capacitance, dielectrics, electrical circuits, resistance, emf, electromagnetic induction, magnetism and magnetic materials, and introduction to Maxwells equations. (226 & 226L = CAN PHYS 12)

226L Fundamental Physics: Laboratory (1)

Co-requisite: enrollment in 226 lecture (3 hours laboratory).

Laboratory for Physics 226. Instructional fee required. (226 & 226L = CAN PHYS 12)

227 Fundamental Physics: Waves, Optics, and Modern Physics (3 or 1)

Prerequisite: Physics 226 with a grade of *C* or better, or equivalent. Corequisite: enrollment in Physics 227L laboratory except for Biochemistry, Chemistry and Mechanical Engineering majors who may enroll for 1 unit credit (optics component). All others must enroll for 3 units credit. Geometrical and physical optics, wave phenomena; quantum physics, including the photoelectric effect, line spectra and the Bohr atom; the wave nature of matter, Schroedinger's equation and solutions; the Uncertainty Principle, special theory of relativity. (225, 225L & 226, 226L & 227, 227L = CAN PHYS SEQ B)

227L F undamental Physics: Laboratory (1)

C-requisite: Enrollment in 227 lecture (3 hours laboratory). Laboratory for Physics 227. Instructional fee required.

300 Survey of Mathematical Physics (3)

Prerequisite: Mathematics 250A. Survey of mathematical techniques required for upper division physics courses including differential vector operators, complex variables, partial and ordinary differential equations, special functions, Fourier transforms and series, matrices and operators, probability and statistics.

301 Energy and the Environment (3)

Prerequisites: completion of general education requirement in physical science or earth and astronomical science. Basic physical principles applied to the generation and use of energy. Conventional and alternative energy sources. Environmental consequences of energy use, greenhouse effect, global warming. Energy conservation principles.

310 Thermodynamics, Kinetic Theory, and Statistical Physics (3)

Prerequisites: Physics 227 and Physics 300. Laws of thermodynamics with physical, chemical and engineering applications; kinetic theory of gases. Introduction to statistical physics with reexamination of laws of thermodynamics.

315 Computational Physics (3)

Prerequisite: Physics 227. Previous computing experience recommended. Basic numerical methods in physics. Applications include curve fitting and minimization, numerical simulation of classical particles, waves and Fourier analysis, quantum square well, Monte Carlo methods and diffusion. Hands-on computing with high-level languages, graphics and symbolic mathematics. (1 hour lecture, 4 hours activity)

320 Classical Mechanics (4)

Prerequisites: Physics 227 and Physics 300. Classical mechanics and associated mathematical and numerical techniques: Newtonian dynamics; Lagrangian and Hamiltonian dynamics.

330 Electromagnetic Theory (4)

Prerequisites: Physics 227 and Physics 300. Applications of vector calculus and Maxwell's equations to the propagation of EM waves in dielectrics, plasmas, and conductors. Selected topics in radiation, diffraction, and eigenfunction expansions of static and waveguide fields.

340 Modern Physics (4)

Prerequisites: Physics 227 and Physics 300. A survey of modern physical theories, their experimental foundations and applications: special relativity; quantum physics of atoms, molecules, and nuclei; introduction to solid state physics.

380 Methods of Experimental Physics (3)

Prerequisite: Physics 226. Experiments using analog, digital, and integrated circuits including: filtering circuits, diodes, transistor amplifiers, operational amplifiers, triggers, and digital logic. Introduction to automated experimentation. (1 hour lecture, 6 hours laboratory). Instructional fee required.

411 Modern Optics (3)

Prerequisites: Physics 227 and 300. Wave propagation. Fourier optics, introduction to spatial filtering and image enhancement, lasers, analytical ray tracing, matrix methods in optics.

414 Physics of the Solar System (3)

Prerequisites: Physics 227 and Physics 300. Physics 310 recommended. Solar system physics, including physical principles underlying current experiments in planetary science and space physics. Solar physics; planetary dynamics; experimental probes of planetary surfaces, interiors and atmospheres; physical constraints on theories of the solar system origin.

416 Thermal and Statistical Physics (3)

Prerequisites: Physics 227 and Physics 300. The disciplines of thermodynamics statistical mechanics and kinetic theory (and their applications); their unifying microscopic foundation.

454 Introduction to the Solid State of Matter (3)

Prerequisites: Physics 227 and Physics 300. The physical properties of matter in the solid state, as explained by atomic theory. Crystal structure, thermal, electric and magnetic properties of metals, semi-conductors, band theory and solid state devices.

455 Introduction to Quantum Physics (3)

Prerequisites: Physics 227 and Physics 300. The concepts and theory of quantum physics. Early quantum theories, the Schroedinger equation, eigenvalue equations, operators, commutation properties, applications to simple quantum systems, angular momentum.

460T Advanced Topics in Contemporary Physics (3)

Prerequisites: upper-division standing in physics and consent of instructor and department chair. An advanced lecture course covering a field of physics of current interest not covered in other courses, such as plasma physics, superconductivity, solid state devices, fiber optics and photonics, astrophysics, subatomic physics. May be repeated for credit with a different topic.

471 Electronic Circuit Theory (3)

Prerequisites: Physics 227 and Physics 300. Operating characteristics of transistors and semiconductor diodes. Linear circuit theory for alternating currents and for transient currents. Switching and pulse circuits. Digital electronics.

476 Atomic Structure (3)

Prerequisite: Physics 455. Theory of atomic structure, interaction of radiation with matter and perturbation theory. Angular momentum and coupling schemes.

481 Experimental Physics (3)

Prerequisite: Physics 227; Physics 380 recommended. Techniques and methods of experimental physics including: use of sensors, transducers, time series, power spectra, phase sensitive detection, computer interfacing and signal conditioning. Experiments cover several areas of physics. (1 hour lecture, 6 hours laboratory). Instructional fee required.

482 Modern Optics Laboratory (3)

Prerequisites: Physics 227 and Physics 300. Physics 380 and Physics 411 recommended. Experiments in optics, including: Fourier optics, holography, fiber optics, diffraction, interferometry, laser physics, light scattering, optical detection including photon counting and photographic techniques. (1 hour lecture, 6 hours laboratory). Instructional fee required.

495 Internship (1-3)

Prerequisites: junior or senior standing in physics and consent of the chair. Professional physics work in industry or government, to provide an in-depth experience. Written report is required. May be repeated once for credit.

496 Student-to-Student Tutorials (1-3)

Prerequisites: upper-division standing and consent of chair.

Students learn through teaching, increase mastery of subject matter, develop awareness of teaching problems and competence in teaching techniques. Consult "Student-to-Student Tutorials" in this catalog for more complete course description.

499 Independent Study (1-3)

Prerequisite: approval of study plan by department chair and instructor. Topic in physics, selected in consultation with and completed under the supervision of the instructor. May be repeated for credit to a maximum of six units.

510 Mathematical Physics (3)

Prerequisite: Physics 300. Advanced techniques in mathematical physics: calculus of variation, coordinate transformations, tensor analysis, special functions, series solutions of differential equations, orthogonal functions, partial differential equations, numerical techniques for the solution of differential equations, complex variables, integral transforms, probability, Monte Carlo methods.

520 Analytical Mechanics (3)

Prerequisites: Physics 330 and 510. Advanced techniques for solution of problems in classical mechanics: Lagrangian and Hamiltonian formulations of the equations of motion, variational techniques, conservation theorems, canonical transformations, Hamilton-Jacobi theory, numerical techniques, selected applications.

530A Electromagnetic Theory I (3)

Prerequisite: Physics 330. Corequisite: Physics 510. Classical electromagnetic theory: boundary value problems in electrostatics, multipoles, electrostatics of macroscopic media, magnetostatics, time-varying fields, Maxwell's equations, plane electro-magnetic waves, and wave propagation.

530B Electromagnetic Theory II (3) had been all all the second and the second all the second all

Prerequisites: Physics 510 and 530A. Advanced electromagnetic theory: wave guides and cavities, radiating systems, scattering, diffraction, relativistic effects, collisions between charged particles, radiation from moving charges, multipole fields, radiation damping, absorption and radiation by sound systems.

555A Quantum Physics I (3)

Prerequisites: Physics 340 and Physics 455 recommended.

Corequisite: Physics 510. Principles and techniques of modern
quantum mechanics, applications to simple three-dimensional
systems, properties of angular momentum.

555B Quantum Physics II (3)

Prerequisites: Physics 510 and 555A. Co-requisite: Physics 520.

Advanced topics in quantum physics: scattering theory, electron spin, perturbation theory and applications, approximation methods for time dependent problems, systems of identical particles.

560T Advanced Topics in Contemporary Physics (3)

Prerequisites: Physics 510 and consent of the instructor. Current advances and research topics in physics, including atomic physics, quantum electrodynamics, fiber optics/ photonics. May be repeated once for credit with a different topic.

598 Thesis (1-4)

Planning, preparation and completion of an acceptable thesis in partial fulfillment of the requirements for the master's degree. Credit to be obtained only upon formal submission of thesis.

599 Independent Graduate Research (1-3)

Prerequisite: written approval of study plan by department committee and by instructor. Open only to graduate students and only with consent of a faculty member. May be repeated for credit.

INTRODUCTION

Political science is the study of people's behavior as it relates to power and public organizations. The discipline is normally divided into six subfields:

Political philosophy, which deals with normative questions about how power should be used and distributed, rights and obligations, the nature of justice and the ideal state.

American politics, which is concerned with campaigns and elections, parties, elected executives, legislative processes, and issues of public policy.

Public administration, the role played by public employees in policy making, planning, personnel management, taxation and finance, and in responding to the needs and problems of communities and the nation.

Public law, which involves the judicial process, civil rights and liberties, and the significance of such terms as equal opportunity and due process in the United States.

Comparative government, which raises the same questions of politics, administration and law about other countries, and moves toward conclusions based on comparisons between them.

International politics, which is concerned with relations between the states and other international actors such as multinational corporations and the United Nations and with the underlying realities of power, based on resources, wealth, military preparedness and national

A major in political science prepares students for law school, government employment on the local state and national levels, foreign service, teaching, business, journalism, or leadership in civic and political activities.

For prelaw students, the department provides a series of law-related courses numbered in the 370 and 470 series (see course descriptions). There is a prelaw adviser and an active Prelaw Society which enables students to make close and direct contact with the work of attorneys, judges, etc. The department is closely tied to the College Legal Clinic, which provides free legal advice for students and others who cannot afford the usual costs.

INTERNSHIPS

The department offers a variety of internships. Each one involves students working in an agency or political organization, and meeting on campus to discuss and analyze their experiences. All students are encouraged to take an internship. Students may repeat an internship or take two internships. Internship courses are numbered 298, 491, 492, 497 and 498 (see course descriptions).

POLITICAL SCIENCE HONORS PROGRAM

The department honors program provides an enriched learning experience for a selected group of students and encourages closer interaction between these students and faculty members in specialized fields of interest. Eligibility requires senior standing, a major in political science, 3.0 overall grade point average and 3.25 grade point average in all political science course work, plus recommendation for admission to the program from a faculty member in the department.

CREDENTIAL INFORMATION

The bachelor's degree in political science may be effectively combined with subject matter studies necessary for the single subject teaching credential in social studies. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections

DIVISION CHAIR

Alan Saltzstein

DIVISION OFFICE

University Hall 511

DEPARTMENT WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Bachelor of Arts in Political Science Minor in International Politics Minor in Law, Politics, and Society Minor in Political Science

Master of Arts in Political Science

FACULTY

Shelly Arsneault, Keith Boyum, Chad Briggs, Vincent Buck, Bert Buzan, Ron Gelleny, Phillip Gianos, Alana Northrop, Paul Peretz, Alan Saltzstein, Choudhury Shamim, Vera Simone, J. Owens Smith, Raphael Sonenshein, Barbara Stone, Sandra Sutphen, Yuan Ting, Bruce Wright, Jon Yinger.

ADVISERS

The department emphasizes proper advisement, and all majors are strongly urged to talk with an adviser as soon as possible after entering the program. The adviser helps with study plans, and gives information about career possibilities, including law and other graduate schools, postbaccalaureate fellowships and scholarships, and job possibilities in local government.

for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Basic Requirements

The Bachelor of Arts in Political Science requires a minimum of 120 units, which includes courses for the major, General Education, all University requirements, and free electives. The major consists of 39 units of political science. Political Science 100, a graduation requirement for all students, is not part of the major, but is a prerequisite to further work in political science. Not more than 12 units total (Political Science 200 plus nine other units) may be in the lower-division. In addition, nine additional adviser-approved upper-division units are required in related disciplines, such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology, and statistics.

The following requirements apply to majors.

Introductory Requirements (3 units)

Political Science 200 Introduction to the Study of Politics

Political Philosophy Requirement (3 units)

Political Science 340 Political Philosophy

Breadth Requirements (12 units)

Choose four of the following five:

Political Science 310 Political Behavior and Motivation (3)

OR Political Science 315 Politics and Policy Making in America (3)

Political Science 320 Introduction to Public Management & Policy (3)

Political Science 330 Politics in Nation-States (3)

Political Science 350 World Politics in the 21st Century (3)

OR Political Science 352 American Foreign Policy (3)

Political Science 375 Law, Politics & Society (3)

Research Methods Requirement (3 units)

Choose one of the following:

Political Science 321 Research in Public Management (3)

Political Science 351 International Politics: Tools for Analysis (3)

Political Science 376 Legal Tools for Political Research (3)

Political Science 407 Polls, Statistics and Political Interpretation (3)

Upper Division Writing Requirement

Political Science majors fulfill the university's upper-division writing requirement by completing two upper-division classes specially approved for this purpose. Please check with the department office for a current list of qualifying classes.

Electives for the Major (18 units)

Choose six other courses in political science sufficient to achieve a total of 39 units. The upper-division writing requirement is normally fulfilled by choosing appropriate electives.

MINOR IN INTERNATIONAL POLITICS

The minor consists of 18 units, of which 12 must be in political science. Twelve units must apply exclusively to the minor. Political Science 100 and 200 are required as well as at least six units from: Political Science 350, 352, or 457. The remaining units must be taken from Political Science 350, 352, or 457 (if not already taken to fulfill the six-unit requirement specified above), Communications 426, Economics 330, Economics 335, History 485, and Political Science 330, 331, 351, 431T, 434, 438, 439, 451T, 454, 456, 461, or 476. Students who wish to specialize in a specific geographical area are encouraged to investigate the possibility of taking related units in anthropology, economics, foreign languages, geography, history and literature, etc.

International Learning Opportunities in Political Science

The major in political science requires the completion of courses that focus upon international relations and non-American governments, and such materials also appear in other courses. For example, learning about American political processes can be made sharper through comparisons with other nations and with the international system. Interested students may also minor in International Politics. In addition, the department warmly encourages students to study abroad. Typically, students find it convenient to fit course credits earned at a foreign university to the CSUF major or minor in political science. An adviser can help to identify how best to do this.

MINOR IN LAW POLITICS AND SOCIETY

The minor requires 18 units. Course requirements include Political Science 375 Law, Politics and Society (3 units) and 15 units of electives. From the following list, students take at least one course from at least three different departments, and no more than three courses from any one department. All courses listed carry three semester units of credit:

Criminal Justice 330 or Sociology 413; Criminal Justice 465, 485, 486; Chicano Studies 360; History 480, 484; Philosophy 355; Political Science 414, 472, 473, 474, 475, 476, 492; Psychology 317; Sociology 365. Twelve units must apply exclusively to the minor.

MINOR IN POLITICAL SCIENCE

The minor is composed of 18 units in political science courses, 12 of which are upper-division political science courses. Political Science 100, a graduation requirement, counts toward the minor. Twelve units must apply exclusively to the minor.

MASTER OF ARTS IN POLITICAL SCIENCE

The degree is designed both to enlarge and deepen the competence of political science students. It is especially planned for the professional improvement and advancement of high school and community college teachers, government employees, and military personnel. It also prepares students for entering a doctoral program in political science or for law school. The M.A. program provides training and preparation for journalists, special librarians, and research staffers and for all people active in civic affairs and political life.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted.

In addition to the university requirements, acceptance into the M.A. in the political science program requires a grade-point average of 3.0 in the major field and in all political science courses. If the major is not in one of the social sciences, the GPA requirement also applies to upper-division social science courses taken. If a student's GPA does not meet these criteria, the student may appeal to the department's graduate committee for a waiver.

Normally, admission to the master's program requires that a student possess a bachelor's degree in political science, or a minor in political science, or a major in an allied social science field with a minimum of 15 units of political science courses. For those without such a background, the M.A. Coordinator may require the applicant to take a



group of upper-division political science courses at the 300 and/or 400 level (not more than nine units of which will be at the 300 level) prior to admission to the program. This requirement is to assure that the student will be prepared for graduate-

level work in the discipline of political science.

In addition to the above requirements, applicants need to submit a writing sample to the M.A. Political Science Coordinator.

Graduate Standing: Classified

A student admitted to conditionally classified status may apply for classified standing which requires development of an approved study plan prior to completion of nine units. Refer to the "Graduate Regulations" section of this catalog for further information on classified standing and general study plan requirements.

Study Plan

Each candidate for a degree should, in consultation with the graduate adviser, arrange for the appointment of a graduate committee, composed of three faculty members, one of whom will serve as chair. This committee will approve the study plan, conduct the examination(s) and supervise the thesis if the student chooses that option.

As a requirement for admission to classified standing, the student, in cooperation with the graduate program adviser, must develop a study plan of 30 units of course work:

 15 units of required seminar work in political science. Students are required to take a minimum of one seminar each semester until completion of the entire sequence.

Scope and Theory of Political Science

Political Science 540 Seminar Readings in Political Philosophy (3) Political Science 541 Seminar in Contemporary Political Theory (3) American Politics/Public Affairs

Political Science 511 Seminar in American Politics (3)

Political Science 519 State and Local Government (3)

- OR Political Science 509 Administrative Organization and Process (3)
- OR Political Science 525 Seminar in Metropolitan Area

 Government (3)
- OR Political Science 528 Seminar in Public Administration and Policy (3)

Cross-National Politics

Political Science 530 Seminar in Cross-National Politics (3)

2. 15 units of elective course work in political science (adviser-approved 400 and/or 500-level classes). These will normally be classes in a student's chosen area of specialization. They may include, where appropriate, 599 Independent Graduate Research (6 units maximum) and either 597 Project (3 units) or 598 Thesis (3-6 units).

No more than nine units taken prior to classified standing may be applied to a student's study plan. No more than nine units taken at another institution may be transferred, and these must be approved by the adviser, committee and Office of Graduate Studies.

Research Skills

Each candidate must demonstrate one of the following:

- 1. Reading knowledge of a foreign language. Students must complete this requirement by passing an examination.
- Proficiency in quantitative research skills, including data analysis
 and research design as demonstrated by successful completion of
 Political Science 407 Polls, Statistics and Political Interpretation,
 or its equivalent.

Comprehensive Examinations

All students will successfully complete written and oral examinations in Scope and Theory of Political Science, American Politics/Public Affairs and Cross-National Politics. All three sections must be successfully completed or the entire examination must be retaken. The examination has a written and an oral component. A student who does not pass the written portion is ineligible to take the oral test. The examinations may be retaken only once after an initial failure.

For advisement and further information, consult the M.A. in Political Science adviser.

POLITICAL SCIENCE COURSES

Courses are designated as POSC in the class schedule.

Political Science 100 or its equivalent is the prerequisite for all upper-division political science courses. Prerequisites may be waived only with consent of instructor.

100 American Government (3)

People, their politics, and power; contemporary issues, changing political styles and processes, institution and underlying values of the American political system. Satisfies state requirements in U.S. Constitution and California state and local government. (CAN GOVT 2)

200 Introduction to the Study of Politics (3)

An introduction to the study of politics in general, not simply American politics. Explores the many faces of politics all over the world, examining its relationship to morality, culture, economics, justice and international affairs both theoretically and practically.

298 Political Externship (3)

Politics for the non-major or beginning political science student. Work in campaigns or in the offices of elected public officials; supervision by faculty and cooperating agency; seminars and individual conferences. May be repeated once.

300 Contemporary Issues in California Government and Politics (3)

Prerequisite: Political Science 100. The political process in state and local institutions; crisis in the cities, flight to the suburbs and race relations. Comparisons will be made with other states and their subdivisions. Satisfies state requirement in California state and local government.

309 Introduction to Metropolitan Politics (3)

The inner city and suburbia. Political processes: power in the city, the urban-suburban relationship, political fragmentation, and the national government in urban areas.

310 Political Behavior and Motivation (3)

The analysis of issues and divisions in American politics. Focus on race, class, ideology and party.

312 Contemporary Issues in Conflict (3)

Through opinionated debate and discussion between two professors with opposing viewpoints, we will explore current conflicts in federal and state elections, as well as other public issues. Open discussion will be encouraged.

315 Politics and Policy Making in America (3)

Prerequisites: Political Science 100 and completion of General Education Category III.C.1. Federal domestic policy making. The structure, functions and relationships among American national institutions, including executive, legislative and judicial branches, media, political parties and pressure groups.

317 Black Politics (3)

(Same as Afro-Ethnic 317)

320 Introduction to Public Management and Policy (3)

Prerequisites: Political Science 100 and completion of General Education Category III.C.1. Introduction to the field of public administration. The course emphasizes current trends and problems of public sector agencies in such areas as organization behavior, public budgeting, personnel, planning, and policy making. Examples and cases from the Criminal Justice field are emphasized. (Same as Criminal Justice 320)

321 Research in Public Management (3)

Prerequisite: Political Science 320 (may be taken concurrently). Research concepts, computer applications and information management applied to public administration and policy analysis. Instructional fee.

322 Leadership for Public Service (3)

Prerequisites: Political Science 100, 200, or other course that fulfills General Education Category III.C.1, Introduction to the Social Sciences. Conceptions of leadership as applied in governmental and nonprofit sectors. Types of leader; tools for leaders; leadership in public policymaking settings. Includes student project and extend leadership concepts; participation in CSUF Student Leadership Institute or similar activity. (Same as Criminal Justice 322).

330 Politics in Nation-States (3)

Prerequisites: Political Science 100 and completion of General Education Category III.C.1. Compares patterns of political behavior and interaction in various political systems.

331 Third World Politics Through Literature (3)

Examines comparative political life and circumstances of developing countries as depicted in their literature. In this literature we see the political problems, cultural underpinnings and governmental structures as they affect Third World peoples in their struggle to survive and grow.

340 Political Philosophy (3)

Prerequisite: completion of the General Education Category III.B.2 The major thinkers in the Western tradition of political philosophy from Plato to the present; the principal concepts and theories.

350 World Politics in the 21st Century (3)

Political relationships among governments and other participants within the global system: internal and external factors influencing foreign policies of the great powers, their allies and minor powers; role of non-state actors such as the United Nations, multinational corporations and liberation movements.

351 International Politics: Tools for Analysis (3)

Prerequisite: Political Science 350 or Political Science 352 (may be taken concurrently). Research design, information sources and techniques applied in the scientific study of world politics.

352 American Foreign Policy (3)

Prerequisite: Political Science 100 and completion of General Education Category III.C.1. United States foreign policy since World War II. Institutions and bureaucracies of foreign policy decision-making, military and national security policy, domestic sources of foreign policy.

361 Model United Nations (3)

Prerequisite: prior MUN experience or consent of instructor. A practical decision making course where students participate in the national MUN conference in New York and others in California. The focus is on current politics in the UN and delegate preparation with emphasis on the art of lobbying, negotiation, bargaining and diplomacy.

375 Law, Politics and Society (3)

Prerequisites: Political Science 100 and completion of General Education Category III.C.1. Law as emergent from political processes, rooted within social norms and communities. Law as a feature of the modern state, a tool for seeking advantage, domination and/or liberation. An overview of legislative, judicial, administrative, and other political processes that produce law.

376 Legal Tools for Political Research (3)

Prerequisite: Political Science 375 (may be taken concurrently) or consent of instructor. Research concepts, techniques and legal tools applied to an individual research project in public law. Useful prelaw course.

403 Politics and Policy in Sacramento (3)

Prerequisites: completion of General Education Category III.C.1. The nature of policy making in California's state capital. Persistent policy themes and constraints; current issues in education policy. Required three-day trip to Sacramento for seminars and policy briefings. Class times prior to Sacramento visit may vary.

405 Campaigns and Elections (3)

An exploration of modern political campaigns in America focusing on new types of candidates and electoral organizations; money, media and consultants; and methods of predicting and interpreting election results.

407 Polls, Statistics and Political Interpretation (3)

Quantitative research methods in political science. Introduction to research design and statistical measures employed in analyzing social science research data.

408 The Politics of Los Angeles (3)

An examination of politics in Los Angeles, with special attention to race, class, ethnicity, and power. Comparative view places Los Angeles in big-city politics and in global perspective.

410 Political Parties (3)

The structure and methods by which the political parties operate in the American political system with some comparisons to their structure and operation in other democratic societies.

411 Art of Administration (3)

Public administration as "art" rather than "science." Administrative novels and other fictional literature, and other audio-visual media.

412 Practicing Politics (3)

Politics as practiced and understood by practitioners of the art. A seminar which features guest lecturers and focuses on electoral politics.

414 Legislatures and Politics (3)

The legislative process in Congress and state legislatures. Legislative behavior, policy, representation, and reform. Congressional oversight and the legislative roles of the President, bureaucracy and interest groups.

416 Presidents and the Presidency (3)

Presidential power, the resources on which that power is based, and the limitations on the use of that power. The relations between the President and Congress, the bureaucracy, the press and the public.

417 Film and Politics (3)

American politics from the Twenties to the present as seen through eyes of film-makers. Besides viewing films, students will read material relevant to films and write several papers linking film themes to the literature of American politics.

421 Government and the Economy (3)

Prerequisite: Political Science 320 or any economics course.

Reviews regulation and deregulation of business. Explores industrial policy. Examines government taxes and expenditures. Emphasis on national government.

422 Human Resources Management (3)

Prerequisite: Political Science 320. Civil service and the merit system; recruitment procedures and examinations; position classification, salary structures, retirement plans, in-service training, employee organizations and personnel supervision. Examples and cases from the Criminal Justice field emphasized. Emphasis on themes and topics from Criminal Justice. (Same as Criminal Justice 422)

427 Policy-Making: Urban/Metropolitan Issues (3)

Policy issues and alternatives in urban and metropolitan problem areas such as law enforcement, transportation, housing or poverty.

431T Government and Politics of a Selected Area (3)

A systematic analysis of individual nation-states set against the backdrop of history, culture and economic circumstances in each case. May be repeated for credit.

434 China and Japan: Friends or Foes? (3)

A comparison of the politics of Japan and China illuminates both similarities and differences in the premises, processes and policies of these two Asian giants.

437 Latin American Politics (3)

Systematic analysis of government and politics in selected Latin American states. Considers democratization, state structures, relation of politics to economics and alternative theories and approaches to comparative political analysis as applied to a region marked by ethnic and racial diversity.

438 Western European Democracies (3)

A comparative study of the government and politics of Western European democracies, including their cooperation within the European Union. Domestic as well as foreign policies will be analyzed.

439 Emerging Nations: Eastern Europe (3)

Countries from the Baltics to the Balkans have cast off communist rule, reasserting their national independence, starting the transition to democracy and the market system. This course offers a comparative analysis of this process.

442T Problems in Political Philosophy (3)

Current issues and problems in political philosophy in the context of major global events and trends. See department for exact title and topics in a given semester. May be repeated for credit.

446 Corruption, Ethics and Public Policy (3)

Ethical problems which face persons in the public service. The focus is on practical decision-making.

448 Media and Politics (3)

This course examines the structure and influence of the media in campaigns and in government. Key topics include: the relationship between media and politicians; the use of campaign advertising; and the stature and limits of investigative journalism.

451T Problems in International Politics (3)

Selected contemporary problems in world politics. See department bulletin for subject focus each semester. May be repeated for credit.

454 Russia/C.I.S. (3)

A study of the governmental institutions and political processes of Russia. While the Russian Federation will receive primary attention, the Commonwealth of Independent States (C.I.S.) will also be included as will Russian foreign policy.

456 The National Security Establishment (3)

Conflicting theories of national security, the functions of defense and intelligence bureaucracies in foreign and domestic policy making, problems of arms control and the dangers to democratic values and institutions posed by the technology of national security.

457 Politics of International Economics (3)

The link between economics and international politics. The political economy of free trade and imperialism, of neo-colonialism and foreign aid.

460 The Chicano and Politics (3)

(Same as Chicano 460)

461 The United Nations and International Organizations (3)

Structure, functions, and political processes of the United Nations, various specialized organizations such as the World Bank, and regional organizations such as the European Community.

472 The Judicial Process (3)

Prerequisite: Criminal Justice 300 or Political Science 375 or consent of instructor. The nature, functions and roles of courts. Roles of major participants in the American legal system, including judges, attorneys and citizens. The administration of justice as a system. (Same as Criminal Justice 472)

473 Introduction to Constitutional Law (3)

The role of the courts, the presidency, Congress and the states within the U.S. constitutional system. Topics include judicial review, presidential impoundment and impeachment, presidential foreign and military powers, regulation of the economy and public morals, and congressional investigations.

474 Civil Liberties (3)

Political analysis of case studies in constitutional rights and liberties with particular attention to relationships between the individual and government under the Bill of Rights and the 14th Amendment. Topics include economic regulation, criminal justice, privacy, gender and racial discrimination.

475 Administrative Law (3)

Law as it affects public officials and agencies in their relations with private citizens and the business community. Case materials and regulatory practices.

476 International Law (3)

Introduces the fundamentals, or building blocks of international law and covers other selected topics that are traditionally identified as part of public international law.

478 Urban Planning Principles (3) A RESERVE TO AGOOT INGO. OTE

(Same as Geography 478)

481 Religion and Politics in the American Experience (3)

(Same as Comparative Religion 481) Not applicable for graduate degree credit.

484 Urban Planning Methods (3)

(Same as Geography 484)

485 Women and Politics (3)

Prerequisite: Political Science 100. The changing political environment and women's role in elected, appointed and other public agencies; issues of particular concern to women, including family issues, comparable worth and other economic issues and political participation. Not applicable for graduate degree credit. (Same as Women's Studies 485)

492 Prelaw Internship (3)

Designed to acquaint students with the legal profession. A supervised working commitment of eight hours weekly with an assigned individual or organization. (Same as Criminal Justice 492)

493 Teaching Internship (3)

Prerequisites: completion of 27 units of Political Science. Integrative overview of American government or of the discipline of Political Science. Classroom instructional activities in freshman and sophomore introductory classes under faculty supervision. Designed for students interested in teaching government/political science.

494 Honors Tutorial in Politics (1)

Prerequisites: senior standing and admission to Honors in Political Science. This is the core course for the Honors in Political Science program. Attendance at presentations by political scientists and critiques thereof. The culminating research for the Honors work will be presented in the tutorial.

497 Internship in Public Administration (3)

Prerequisites: Political Science 320 or 509. Students work 12-20 hours per week as supervised interns in a public agency. Supervision by the faculty and cooperating agency. In addition, a weekly seminar.

498 Internship in Politics (3)

Prerequisites: political science concentration and consent of instructor. Students work 8-12 hours per week with elected officials or candidates for elective office. Individual supervision by the faculty and cooperating individuals. Interns meet with instructor by arrangement. May be repeated for credit.

499 Independent Study (1-3)

Prerequisite: open to advanced students in political science with consent of department chair.

503 Aging and Public Policy (3)

(Same as Gerontology 503)

509 Administrative Organization and Process (3)

For graduate students in public administration who have not had an introductory course in public administration. Organizational theory and practice, decision-making, systems analysis, performance evaluation and administrative improvement.

511 Seminar in American Politics (3)

Prerequisite: consent of instructor. The political process in the United States.

519 State and Local Government (3)

The structure, processes, functions and interrelationships of state and local governments in American society. State, county, municipal and special district government in California as compared with other states

521 Seminar in Public Administration Theory (3)

The concepts, models and ideologies of public administration within the larger political system. Course restricted to students in their final six units of graduate work.

522 Seminar in Public Personnel Administration (3)

Topics in public personnel administration.

523 Administrative Research and Analysis (3)

Conceptual methods employed in administrative research and analysis: Organization and procedure of surveys, performance evaluation, social impact assessment, computer data analysis and report writing.

525 Seminar in Metropolitan Area Government (3)

Prerequisites: a course in basic statistics and Political Science 320 or 509. Political and policy issues facing metropolitan America, and the capacity of governmental institutions to handle urban problems.

526 Administration and Systems Management (3)

Prerequisites: a course in basic statistics and Political Science 320 or 309; or admission to the M.S. Gerontology program and Gerontology 501 (pre/corequisite). Management oriented analysis of organizational behavior. Treatments of decision making, leadership, communication, group dynamics and ethical aspects of organization. Includes application of theories of administration and systems management to public and volunteer programs and services for older adults including residential institutions and community programs. (Same as Gerontology 526).

528 Seminar in Public Administration and Policy (3)

Interplay between public policy and program administration in federal government. Discussion of administrators' role in policy development, administrative discretion in implementing policy, use of political resources by administrators.

529 Seminar in Public Management Analysis (3)

Application of quantitative techniques to management and planning of public organizations. Topics include network analysis, capacity management, management information systems, productivity measurement, forecasting, cost-benefit analysis, simulation and marketing.

530 Seminar in Cross-National Politics (3)

The integration of international relations and comparative politics, emphasizing the interdependence of nations and non-state actors in the world political system.

540 Seminar Readings in Political Philosophy (3)

Examination of the foundations of contemporary political science through readings in the classics of political philosophy.

541 Seminar in Contemporary Political Theory (3)

Analysis of contemporary trend s in the study of politics. Emphasis on behavioral political science, criticisms of it and current empirical approaches to the study of politics.

560 Seminar in Administration of Justice (3)

Development and evaluation of judicial and police administration. Analysis of criminal justice policies, identification of researchable issues, and examination of empirical research in the field. The unique properties of criminal justice management compared with public management generally.

571 Seminar in Public Finance (3)

Surveys state and local budgeting and taxes. Teaches local financial management and cost benefit analysis. Emphasis on local government in southern California.

572 Seminar in Public Sector Human Resource Management (3)

Students who have taken Political Science 422 for credit on study plan may not also take this course as part of study plan. Examines the political and legal environments of public personnel management, the general and career civil services and political appointment system and introduces the students to such personnel functions as selection, position classification, performance evaluation and compensation.

580 Emergency Management in Public Administration (3)

A comprehensive review of the state-of-the-art in prevention, warning, evacuation, rescue and recovery systems. Covers the development of public policy relating to land use planning, recovery and issues of liability; intergovernmental relations and effective planning.

582 Organizational Development and Change (3) (Formerly 581)

Prerequisites: Political Science 509 or 526. Covers perspectives and theories on organization change and development. Students will be introduced to a variety of concept skills, and tools necessary to achieve organizational goals, deal with change and become a successful change agent. (Same as Management 582).

590T Selected Topics in Political Science (3)

A detailed examination of a selected new or developing area of political science. Emphasis will be both on the relevant literature and on the preparation and presentation of research papers. May be repeated for credit when covering a different topic.

597 Project (3)

Prerequisite: consent of instructor.

598 Thesis (3-6)

Prerequisite: consent of instructor.

599 Independent Graduate Research (1-3)

Prerequisite: consent of department chair. To be taken only after or concurrent with the completion of the required 15 units of graduate seminars.

DEPARTMENT CHAIR

David Perkins

DEPARTMENT OFFICE

Humanities 830M

ADVISEMENT OFFICE

Humanities 507

OFFICE OF GRADUATE DEGREES AND UNDERGRADUATE PROGRAMS

Humanities 830L

DEPARTMENT WEBSITE

http://psych.fullerton.edu

PROGRAMS OFFERED

Bachelor of Arts in Psychology

Minor in Psychology

Master of Arts in Psychology

Master of Science in Psychology (Clinical)

FACULTY

Kay Bathurst, Michael Birnbaum, Melinda Blackman, Chris Cozby, Jennifer Devenport, Peter Ebersole, Allen Gottfried, Jinni Harrigan, Daniel Kee, Richard Lippa, William Marelich, Jack Mearns, Lisa Mori, Mindy Mechanic, Eriko Miyahara, Douglas Navarick, David Perkins, Nancy Segal, William Smith, Duana Welch, Margaret White, Sandra Willis, Stanley Woll

ADVISERS

Undergraduate: Jack Mearns, William Smith, Margaret White

MA Coordinator: Kay Bathurst MS Coordinator: Jack Mearns

INTRODUCTION

Psychology is a science that has as its central theme the study of behavior. Psychology involves studying how we interact with one another and our environment. Psychology is practical; it is concerned with improving our quality of life. To achieve these ends psychologists work in a broad range of research and applied settings. The psychology major is designed to provide each student with a comprehensive overview of the major fields of psychology and the methods used in psychological research. The major is also designed to assist the student in selecting elective courses which can form a concentration in an area of the student's interest. These specialty areas might include clinical/community, social, developmental/child/aging, industrial/organizational, learning/cognitive, biopsychology/health psychology and legal psychology. The major provides a basis for careers in a variety of psychology related occupations such as mental health agencies, hospitals, schools, businesses and public organizations. The major also prepares students for graduate training in fields such as clinical psychology; marriage, family therapy; teaching; social work; law; business and management; and public administration. The Psychology Department has its own web pages (http://psych.fullerton.edu) to introduce you to faculty members, describe courses and answer your questions. You may also call the Psychology Department at (714) 278-3514

All students who declare psychology as their major should meet with one of the undergraduate advisement coordinators (Humanities Room 507, (714) 278-3102) during their first semester to develop a study plan. Students should also obtain a copy of the Psychology Department Student Handbook from the department office. Early consultation with an adviser is especially important for those interested in pursuing graduate training, careers in psychology or related fields, teaching credentials or a double major or minor.

Community College Transfer Students: A maximum of nine lower-division units of psychology courses may be applied toward the 41 units required for the psychology major. The nine units must fit the course description requirements listed in this catalog for Psych 101, 201 and 202. Additional lower-division units taken in psychology at a community college and approved by the university may be used for university credit for graduation; no course may be counted to satisfy both major requirements and General Education requirements (e.g., Psychology 101 cannot be used to fulfill the General Education Introduction to Social Sciences requirement, and a statistics course used to satisfy the General Education Mathematics requirement cannot be used to satisfy the major requirement of Psychology 201).

TEACHING CREDENTIAL INFORMATION

The bachelor's degree in psychology may be effectively combined with subject matter studies necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of bachelor's degree. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation.

BACHELOR OF ARTS IN PSYCHOLOGY

The Bachelor of Arts in Psychology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements and free electives.

Lower-Division (9 units required)

Psychology 101 Introductory Psychology (3)

Psychology 201 Elementary Statistics (3)

Psychology 202 Research Methods in Psychology (3)

Upper-Division (32 units required)

Required Courses (26 units)

Two of the following experimental psychology courses (6 units):

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 304 Comparative Animal Behavior (3)

Psychology 305 Cognitive Psychology (3)

Psychology 306 Biopsychology (3)

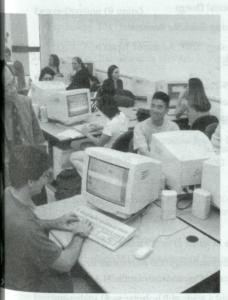
One of the following laboratory classes (2 units):

Psychology 302L Laboratory in Learning and Memory (2)

Psychology 303L Laboratory in Sensation and Perception (2)

Psychology 304L Laboratory in Comparative Animal behavior (2)

Psychology 305L Laboratory in Cognitive Psychology (2)



Psychology 306L Laboratory in Biopsychology (2)

Two of the following four courses (6 units):

Psychology 331

Psychology of Personality (3)

Psychology 341

Abnormal

Psychology (3)

Psychology 351 Social

Psychology (3)

(estima 6-10)

Psychology 361

Developmental

Psychology (3)

One of the following classes (3 units):

Psychology 311 Educational Psychology (3)

Psychology 317 Legal Psychology (3)

Psychology 362 Psychology of Aging (3)

Psychology 391 Industrial/Organizational Psychology (3)

Each of the following three courses:

Psychology 300 Computer Applications in Psychology (3)

Psychology 461 Psychological Testing (3)

Psychology 495 Field Placement in Psychology (3)

Elective 300 and 400 Level Courses (6 units)

To correspond to your career goals and interests, a wide range of 300 and 400 level elective courses are available. These elective courses should be selected in consultation with a psychology department academic adviser.

One 300- level elective in Psychology (3 units)

One 400-level elective excluding Psychology 461, 495, and 496 (3 units)

Special Requirements

Each course counted toward the major must be completed with a grade of C or higher. In addition, the overall minimum GPA must be 2.0 or greater for all units attempted in Psychology courses whether the course is counted toward the major or not; whether upper- or lower-division; or whether taken at CSUF or elsewhere. No more than a total of three units of either Directed Empirical Research (Psychology 498) or Directed Library Research (Psychology 499) may be applied toward the major. No more than three units of Field Placement (Psychology 495) may be applied toward the major. Student-to-Student Tutorial (Psychology 496) may not be used toward the major, but three units of this course may be counted toward units to graduate from the university. A minimum of 21 units counted toward the major must have been completed in psychology at CSUE.

MINOR IN PSYCHOLOGY

Lower-Division (6 units)

Psychology 101 Introductory Psychology (3)

Psychology 202 Research Methods in Psychology (3)

Upper-Division (6 units)

One of the following courses (3 units):

Psychology 302 Learning and Memory (3)

Psychology 303 Sensation and Perception (3)

Psychology 304 Comparative Animal Behavior (3)

Psychology 305 Cognitive Psychology (3)

Psychology 306 Biopsychology (3)

One of the following courses (3 units):

Psychology 331 Psychology of Personality (3)

Psychology 341 Abnormal Psychology (3)

Psychology 351 Social Psychology (3)

Psychology 361 Developmental Psychology (3)

Electives (9 units)

Students completing the minor may choose 9 units of upperdivision psychology courses, or 6 units of upper-division courses and Psychology 201 Elementary Statistics.

Special Requirements

Each course counted toward the minor must be completed with a grade of C or higher. No more than a total of three units of either Directed Empirical Research (Psychology 498) or Directed Library Research (Psychology 499) may be applied toward the minor. Student-to-Student Tutorial (Psychology 496) may not be used toward the minor, but three units of this course may be counted toward units to graduate from the university. A minimum of 12 units counted toward the minor must have been completed in psychology at CSUE.

Other Minors

The Psychology Department is a participant in minors in Criminal Justice, Child and Adolescent Studies, Gerontology, Human Services and Women's Studies. Some course work may be applied to both the

Psychology major and the minor. Twelve units in a minor must be distinct and different from those in the Psychology major, so, in a 21-unit minor, nine units of Psychology may be double counted to satisfy requirements in both the major and the minor.

MASTER OF ARTS IN PSYCHOLOGY

The degree program provides advanced course work and research training in core areas of psychology. Completion of the M.A. can facilitate application to doctoral programs and provide skills important to careers in education, the health professions and industry.

Admission to Graduate Standing: Classified

An applicant who meets the requirements listed below, in conjunction with the development of an approved study plan, may be evaluated for classified graduate standing.

- A. Satisfaction of the general prerequisites for graduate studies, which include a baccalaureate degree from a regionally accredited institution and a grade point average of at least 2.5 in the last 60 semester units attempted.
- B. A minimum 2.5 overall grade-point average and a 3.0 average in psychology course work. Applicants are rarely admitted with less than a 3.0 overall grade-point average.
- C. Approved lower-division equivalent courses in psychology:
 - 1. Introductory Psychology (e.g., Psychology 101)
 - 2. Elementary Statistics (e.g., Psychology 201)
 - 3. Research Methods in Psychology (e.g., Psychology 202)
- D. Approved upper-division equivalent course work including classes in history of psychology (e.g., Psychology 408) and advanced statistics (e.g., Psychology 465). Also four additional psychology classes completed from the areas below; classes must be from four different areas and one must be a lab class:
 - 1. Learning and Memory
 - 2. Cognition/Information Processing
 - 3. Sensation & Perception/Physiological/Biological
 - 4. Social/Personality
 - 5. Abnormal/Clinical
- 6. Developmental
- E. Satisfactory performance in the General (Verbal, Quantitative, Analytical) and Advanced Subject/Psychology tests of the Graduate Record Examination (GRE).
- F. Three satisfactory letters of recommendation. One must be from a psychology professor.
- G. Meet the University's Writing Proficiency Requirement.
- H. Research experience recommended.

Invitation to the program is based on competitive evaluation of qualifications and is at the sole discretion of the Psychology Department's Graduate Studies Committee. New students are admitted to the Master of Arts program in the fall only. Both the university and department applications must be completed on time for full consideration. Application deadline for the return of all materials is March 1st for the fall semester. Departmental forms may be obtained from the Graduate Office of the Psychology Department.

Admissions to Graduate Standing: Conditionally Classified

It may be possible for an applicant with minimal deficiencies in prerequisite requirements, but who is otherwise highly qualified, to be admitted conditionally to the program. Provisions for the removal of these deficiencies would be outlined as part of the conditional acceptance. When the deficiencies have been successfully removed, a regular invitation to join the program as a classified graduate student may be offered after review by the department's Graduate Studies Committee.

Study Plan

The Master of Arts in Psychology requires a minimum of 30 units of approved graduate work, including the completion and acceptance by the department of a written thesis that has been defended orally.

Each student, in consultation with the graduate coordinator and a faculty mentor, will develop a program of study. This program will be outlined on an official university study plan form and submitted to the department's Graduate Studies Committee for review and approval.

Requirements for the M.A. in Psychology include the following 3-unit courses:

500-Level Courses (15 units)

Psychology 500 Issues and Perspectives in Psychological Research

Psychology 510 Experimental Design

Psychology 599 Independent Graduate Research

Two seminars from Psychology 520T Advanced Topics in Psychological Research

400-level Content Courses (9-12 units)

Three 400-level psychology classes must be completed, one from each of the following categories:*

Cognitive

Social/Personality/Industrial

Clinical

Developmental

Quantitative

Sensory Processes/Physiological/Biological

Thesis (3-6 units)

Psychology 598 Thesis Research (3 or 3/3 units)

Students must complete Psychology 500 within their first semester in the program. To be advanced to candidacy for the M.A. Degree, students must have received a grade of B or better in all study plan classes and maintain a 3.0 grade-point average overall. A successful oral defense of the thesis is also required.

Following university regulations, a maximum of five years is normally allowed for completion of course work and other requirements.

For further details, contact the Graduate Program office in the Department of Psychology.

MASTER OF SCIENCE IN PSYCHOLOGY (CLINICAL)

The Master of Science program combines training in both scientific and applied areas of clinical psychology. It is based on the scientistpractitioner model. It prepares students both for professional work in a variety of settings and for doctoral training in academic and professional

^{*}A list of qualifying classes for each category is available from the psychology graduate office. 500-level classes in psychology may be substituted with permission of the program coordinator.

programs in clinical psychology. The M.S. program provides supervised research and clinical fieldwork experience. Completion of the coursework with all indicated electives prepares the student for Marriage, Family Therapy (MFT) intern registration. A small amount of additional coursework must be taken to qualify the student for the MFT license.

Admission to Graduate Standing: Classified

An applicant who meets the following requirements may be considered for classified graduate standing upon development of an approved study plan:

- A. Satisfaction of the general prerequisites for graduate work, which include a baccalaureate degree from a regionally accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admissions for complete statement and procedures).
- B. A minimum 2.5 overall grade point average and a 3.0 average in psychology. Applicants are rarely admitted with less than a 3.0 overall grade-point average.
- C. A major in psychology* or approved equivalent course work of 32 units including the following courses:

Lower-Division (9 units)

Psychology 101 Introductory Psychology

Psychology 201 Elementary Statistics

Psychology 202 Research Methods in Psychology*

Upper-Division (23 units)

Psychology 302 Learning and Memory

OR Psychology 303 Sensation and Perception

OR Psychology 304 Comparative Animal Behavior

OR Psychology 305 Cognitive Psychology

OR Psychology 306 Biopsychology*

A laboratory class (Psychology 302L, 303L, 304L, 305L, or 306L)

Psychology 331 Psychology of Personality

OR Psychology 351 Social Psychology

OR Psychology 361 Developmental Psychology

Psychology 341 Abnormal Psychology*

Psychology 461 Psychological Testing*

Psychology 465 Advanced Psychological Statistics*

Psychology 495 Field Placement in Psychology

OR an elective if you have qualifying experience*

Psychology 498 Directed Empirical Research

OR an elective if you have qualifying experience.

- D. Satisfactory performance on the General and Advanced Psychology Tests of the Graduate Record Examination.
- E. Three satisfactory letters of recommendation.
- F. Passing the university's EWP (Examination in Writing Proficiency).
- G. Previous paid or volunteer clinical and research experience.
- H. Completion of a selection interview.

New students are admitted to the Master of Science program in the fall only. Those to be admitted will be selected in the spring from the most qualified applicants, at the sole discretion of the department's Graduate Studies Committee. An interview of the finalists is required. In addition to the university application, a departmental application form, obtainable by mail from the Psychology Department's graduate office, must be completed and returned to that office. The application deadline for the return of all materials including GRE scores is March 1st for fall semester entry. Incomplete applications will not be considered.

Admission to Graduate Standing: Conditionally Classified

It may be possible for applicants who have minimal deficiencies in prerequisite requirements, as detailed above, but who are otherwise highly qualified, to be admitted with conditionally classified graduate standing. Provisions must be made for removal of deficiencies prior to the granting of classified standing. For further information, consult the graduate program adviser.

Study Plan

The Master of Science in Psychology requires 50 units of approved graduate work, including the completion and acceptance by the department of a written thesis, which has been defended orally.

Students, in consultation with their program adviser, shall develop a study plan that will be submitted to the Graduate Studies Committee of the Department of Psychology for approval. To be advanced to candidacy, students must receive a grade of B or better on all study plan courses.

Core Courses (10 units)

Psychology 501 Professional and Legal Issues in Clinical Psychology (3)**

Psychology 510 Research Design (3)

Psychology 520T Advanced Topics in Psychological Research (3)

Psychology 599 Independent Graduate Research (1)

Clinical Courses (28 units)

Psychology 545 Advanced Psychopathology (3)

Psychology 547 Theories of Psychological Intervention (3)**

Psychology 548 Psychotherapy Techniques (3)**

Psychology 549 Marriage, Family and Child Therapy (3)**

Psychology 560 Child and Adolescent Treatment (3)**

Psychology 561 Clinical Psychological Assessment (3)**

Psychology 568 Substance Abuse (1)**

Psychology 569 Cross Cultural Psychology (3)**

Psychology 594A Fieldwork (3)**

Psychology 594B Fieldwork (3)**

Electives (6 units)

Elective course work must be approved by the Graduate Program Coordinator.

^{*}Psychology majors are required to ensure that their coursework includes research methods, biopsychology, abnormal psychology, psychological testing, advanced statistics, and supervised research and clinical experience (fieldwork, internship or volunteer).

^{**}Required by Board of Behavioral Science (BBS) for MFT licensure. Please see the program coordinator for additional courses necessary for licensure.

Thesis (6 units)

Psychology 598 Thesis Research (6)

The M.S. Program accepts full-time students only. Part-time study is not possible. Students must complete coursework in the prescribed sequence. The program involves intensive fieldwork experience in clinical settings, emphasizing careful supervision, which includes weekly meetings with both Psychology Department faculty and off-campus fieldwork supervisors.

The Psychology Department's mentor program facilitates students' early involvement in research, helps students develop their thesis topic, and provides academic and career counseling. New students, in consultation with the coordinator, select a mentor prior to their second semester in the program. Students may change mentors at any time by obtaining the agreement of the new mentor, informing the current mentor, and consulting with the Graduate Coordinator. It is anticipated that students' mentors will serve as their thesis advisers in the second year. However, students are free to select a different person for their adviser.

It should be noted that successful completion of course work is not sufficient to permit continuation in the program. In addition, faculty judgment must be satisfied with respect to the student's effectiveness, and professional and ethical behavior in dealing with clients. Continuation in the program is contingent upon satisfactory performance in all aspects of the program as judged by the Graduate Studies Committee.

PSYCHOLOGY COURSES

Courses are designated as PSYC in the class schedule.

101 Introductory Psychology (3)

Basic concepts, problems, and methods in psychology. Perception, learning, measurement, cognitive processes, development, motivation, personality, abnormal behavior, physiological and social psychology. Three hours of research participation required. It is recommended that students satisfy the ELM requirement before enrolling. (CAN PSY 2)

110 Reasoning and Problem Solving (3)

The nature of critical thinking, models and strategies; common fallacies of reasoning, self-regulation in the thinking process; application of critical thinking to specific areas.

201 Elementary Statistics (3)

Prerequisites: Psychology 101 and completed ELM requirement. Descriptive statistics, probability, hypothesis testing (t, chi-square, F), sampling distributions of mean and variance, correlation and regression, analysis of variance (one-way, and two-way, factorial design), interpretation of data.

202 Research Methods in Psychology (3)

Prerequisites: Psychology 101, 201 and completed ELM requirement; concurrent enrollment in Psychology 201 may be allowed by consent of instructor. The fundamentals of psychological research methods. Participation in conducting experiments, analyzing data, interpreting results, and writing research reports. (2 hours lecture, 3 hours laboratory)

300 Computer Applications in Psychology (3)

Prerequisites: completion of general education math requirement and prior completion or concurrent enrollment in Psychology 201 and 202. General introduction to the use of computers in psychology. Selection and use of application programs in research, statistics and testing will be emphasized.

302 Learning and Memory (3)

Prerequisites: Psychology 101, 201, 202, or consent of instructor. Students taking Psychology 302L concurrently must also have completed Psychology 300. Overview of theories and research in classical and operant conditioning, verbal learning, concept learning, and memory.

302L Laboratory in Learning and Memory (2)

Prerequisites: Psychology 101, 201, 202, 300 and 302 (or concurrent enrollment in Psychology 302), or consent of instructor. Laboratory course to accompany Psychology 302. Application of research methods to the study of topics in learning and memory. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

303 Sensation and Perception (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 303L concurrently must also have completed Psychology 300. Detailed examination of anatomical, physiological, and psychological/behavioral aspects of sensation and perception in humans and other animals. Emphasis on all five basic senses: vision, hearing, touch, taste and smell.

303L Laboratory in Sensation and Perception (2)

Prerequisites: Psychology 101, 201, 202, 300 and 303 (or concurrent enrollment in Psychology 303), or consent of instructor. Laboratory course to accompany Psychology 303. Application of research methods to topics in sensation and perception. Empirical research will be designed, conducted, analyzed and interpreted in the context of existing theories. Written research reports required. (6 hours of laboratory).

304 Comparative Animal Behavior (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 304L concurrently must also have completed Psychology 300. Detailed study of human behavior in comparison with other animal species within an evolutionary context, including behavior genetics, sensory systems, development, communications, parental behavior, mating strategies, aggression, and social organizations. Field trips to local zoos required.

304L Laboratory in Comparative Animal Behavior (2)

Prerequisites: Psychology 101, 201, 202, 300 and 304 (or concurrent enrollment in Psychology 304), or consent of instructor. Laboratory course to accompany Psychology 304. Laboratory and field studies in animal behavior. Empirical research will be designed, conducted, analyzed and interpreted. Written research reports required. (6 hours of laboratory).

305 Cognitive Psychology (3)

Prerequisites: Psychology 101, 201, 202 or consent of instructor. Students taking Psychology 305L concurrently must also have completed Psychology 300. Overview of current theories and research in cognitive psychology, cognitive neuroscience, and cognitive science. Topics include perception and attention, imagery, memory, language, creativity, problem solving, reasoning, and decision making.

305L Laboratory in Cognitive Psychology (2)

Prerequisites: Psychology 101, 201, 202, 300 and 305 (or concurrent enrollment in Psychology 305), or consent of instructor. Laboratory course to accompany Psychology 305. Application of theoretical and experimental principles and findings in cognitive psychology. Empirical research will be designed, conducted, analyzed, interpreted, and presented. Written research reports required. (6 hours of laboratory).

306 Biopsychology (3)

Prerequisite: Psychology 101, 201 and 202 or consent of instructor. Students taking Psychology 306L concurrently must also have completed Psychology 300. Topics in biopsychology, including development of nervous system, neural activity, neurotransmitters, the synapse, sensory and motor systems, biological motives, sleep, brain damage, learning, language centers, neurology of mental illnesses, and drug effects in the brain.

306L Laboratory in Biopsychology (2)

Prerequisites: Psychology 101, 201, 202, 300 and 306 (or concurrent enrollment in Psychology 306), or consent of instructor. Laboratory course to accompany Psychology 306. Empirical research will be designed, conducted, analyzed, and interpreted involving areas of biopsychology. Written research reports required. (6 hours of laboratory).

310 Psychology of Women (3)

Prerequisites: Psychology 101. Survey of theories, research and implications for the psychological study of gender differences and similarities, particularly as pertains to the psychological characteristics and problems of women.

311 Educational Psychology (3)

Prerequisite: Psychology 101. Application of psychological research and theory to educational processes, including learning, motivation, individual differences, teaching methods and evaluation. This course is recommended for those interested in teaching careers.

312 The Psychology of Human Sexual Behavior (3)

Prerequisite: Psychology 101. Topics in human sexual behavior integrating sexuality as biological, social, clinical, and developmental. Surveys and statistics of sexual behavior, sexual orientation, gender identity, sexual variations, causes and treatment of sexual dysfunctions. Legal, moral, and social issues.

315 Evaluating Popular Psychology Concepts (3)

Prerequisite: Completion of the General Education category I.C., Critical Thinking. Popular psychology viewpoints are evaluated for their logical coherence, their openness to scientific test, and whether they are supported by evidence. The difference between personal, experiential appeal and scientific validity are examined.

317 Legal Psychology (3) And And Tamo Date In agricultural Colombia

Prerequisite: Psychology 101, A survey of issues in psychology and the law with an emphasis on the impact of social scientific evidence on the legal system. Topics include issues surrounding the death penalty, eyewitness testimony, jury decision-making, pretrial publicity, and the insanity defense.

322 African American Psychology (3)

(same as Afro-Ethnic 322)

331 Psychology of Personality (3)

Prerequisite: Psychology 101. Broad survey of research, theory and assessment techniques in the area of personality.

341 Abnormal Psychology (3)

Prerequisite: Psychology 101. Symptoms, causes, treatment and prevention of mental problems; the anxiety disorders, the personality disorders, psychophysiological disorders, psychoses, substance use disorders, sexual disorders and organic disorders.

346 Asian American Psychology (3)

(Same as Asian American 346)

350 Environmental Psychology (3)

Prerequisite: Psychology 101 and completion of General Education category III.C.1. or consent of instructor. Theory, research and method in the study of behavior-environment relationships. The influence of such variables as population density and urban design on human behavior.

351 Social Psychology (3)

Prerequisite: Psychology 101. Phenomena related to social behavior and social influences on behavior. Topics include social perception and cognition, attitudes and attitude change, attraction, altruism, aggression, interpersonal influence, and group processes.

361 Developmental Psychology (3)

Prerequisite: Psychology 101. Psychological and physical development, theories, methods and research findings regarding the development of perception, learning, cognition, intelligence, cognition, personality and social behavior.

362 Psychology of Aging (3)

Prerequisite: Psychology 101. Characteristics of humans during the adult years. Topics include physical, intellectual, cognitive, personal, social and psychological development, vocational and family changes, retirement and death.

363 Experimental Child Psychology (3)

Prerequisites: Psychology 101 and two of the following: Psychology 361, Child Development 312, 320, 325 or 330. Research methodology in developmental psychology. Critical examination of empirical studies. Design and execution of an empirical investigation. (2 hours lecture, 3 hours laboratory).

391 Industrial/Organizational Psychology (3)

The study of human behavior in the workplace. Traditional and current psychological principles applied to industrial, organizational and business settings will be explored. Selection, placement, training, work motivation, human factors, environmental influences, leadership, work stress, workplace violence, organizational communication, organizational development and consumer behavior will be studied.

408 History of Psychology (3)

Prerequisite: completion of nine units of upper division psychology courses. The development of psychology from early times to the present; major traditions and conceptual issues.

415 Cognitive Processes (3)

Prerequisites: Psychology 302, or 303, or 305. Advanced treatment of theory and research in such topics as attention, pattern recognition, memory, knowledge representation, language, decision-making, judgment, reasoning, and problem solving.

417 Psycholinguistics (3)

Prerequisite: six hours of upper-division work in psychology or linguistics, or consent of the instructor. Theory and research on the psychological processes that make possible language acquisition and use. Three major concerns are: comprehension of spoken and written language, speech production, and language acquisition. (Same as Linguistics 417)

431 Theories of Personality (3)

Prerequisite: Psychology 331. Traditional and contemporary theories of personality, including psychoanalytic, humanistic-existential, behavioral, trait and social interaction approaches.

454 Social Cognition (3)

Prerequisite: Psychology 351 or 415. Theory and research on the processing and representation of social information. Topics include impression formation, stereotyping, attribution theory, the self, political cognition, and developmental issues.

461 Psychological Testing (3)

Prerequisite: Psychology 201 or equivalent. Intelligence, aptitude, interest, and personality testing. Theory, construction, evaluation, interpretation and uses of psychological tests.

464 Advanced Developmental Psychology (3)

Prerequisites: Psychology 361 or Child Development 312 and consent of Instructor. Review and analysis of major theoretical and empirical issues in child developmental psychology.

465 Advanced Psychological Statistics (3)

Prerequisite: Psychology 201. General linear model, regression, analysis of variance techniques and applications to research design and evaluation of data.

466 Advanced Social Science Computer Applications (3)

Prerequisites: Psychology 201 and 300 or equivalent. Advanced computer applications focusing on topics such as web page development, data analysis, graphing, data bases, and on-line experimentation and data collection.

467 Multivariate Statistics for Psychology (3)

Prerequisite: Psychology 465 or consent of instructor. Multivariate analysis of variance, profile analysis, discriminant analysis, factor analysis, cluster analysis, multidimensional scaling, introduction to structural equations and hierarchical linear models, and applications to psychological research.

473 Sleep, Dreams, and Behavior (3)

Prerequisites: Psychology 306, 331, 341 or consent of instructor. The role of sleep and dreams in controlling awake behavior. Course topics include historical views/theories, the neurobiology of sleep and dreams, sleep-wake schedules, sleep disorders, and their relationships to cognitive, personality, and psychopathology.

474 H ealth Psychology (3)

Prerequisites: Psychology 101 and at least nine units of upperdivision course work in psychology; Psychology 306 and 341 are recommended. Role of psychology in prediction, prevention, and treatment of medical disorders, including stress and illness, psychoneuroimmunology, psychological aspects of chronic illnesses, behavioral medicine, physician-patient dynamics.

475 Psychopharmacology (3)

Prerequisite: Psychology 306 and 341 or 15 units of biological science. Basic principles underlying the therapeutic use of drugs and related substances to modify experience. Psychological, medical and social potentialities/limitations of pharmacotherapy.

476 Development Psychopathology and Assessment (3)

Prerequisite: Psychology 341 or 361 or consent of instructor. Psychopathology from a developmental perspective. Pathogenic influences during childhood. Causes, classification, incidence and research on behavior disorders and problems in childhood. Assessment approaches and techniques.

481 Survey of Clinical Psychology (3)

Prerequisites: Psychology 331, 341 or consent of instructor.

Methods, diagnosis, therapeutic techniques, research, educational requirements, professional requirements, ethics.

495 Field Placement in Psychology (3)

Prerequisites: nine units of 300 level psychology courses at CSUF, a 2.0 GPA in psychology courses, and the consent of the course instructor. The internship is a supervised experience, in which psychological principles or methods are applied in a fieldwork setting. There will be mandatory class meetings for students to discuss their experience and integrate psychological theory with practice. An orientation session and the fieldwork application must be completed in the semester prior to enrollment. Required of majors.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this catalog for more complete course descriptions.

498 Directed Empirical Research (1-3)

Prerequisites: completion of one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual laboratory investigation under direction of a faculty member. No more than three units of credit toward the major.

499 Directed Library Research (1-3)

Prerequisites: completion of at least one upper-division laboratory course in psychology and consent of instructor. Study plan must be approved by university census date. Individual library study under direction of a faculty member. No more than three units of credit toward the major.

500 Issues and Perspectives in Psychological Research (3)

Prerequisite: admission to the psychology graduate program and consent of instructor. Current theoretical, professional, and methodological issues in psychology.

501 Professional and Legal Issues (3) (Formerly 563)

Prerequisites: admission to the M.S. Psychology (clinical) program or consent of instructor. Introduction to methodological, ethical, and legal issues in the field of Clinical Psychology.

510 Research Design (3)

Prerequisites: Psychology 201, 465 and admission to a psychology graduate program or consent of instructor. Principles and methods of planning and carrying out systematic psychological research, interdependence of research design and statistical evaluation of results. Practice in formulation of testable hypotheses.

520T Seminar: Advanced Topics in Psychological Research (3)

Prerequisite: admission to a psychology graduate program or consent of instructor. Content of seminar may vary each semester. A topic is selected for in-depth study from one or more specialty areas within the field of psychology. May be repeated for credit.

543 Advanced Lifespan Development (3)

Prerequisite: admission to the M.S. Psychology (Clinical) program or consent of the instructor. In-depth study of advanced lifespan development, theory and research.

545 Advanced Psychopathology (3)

Prerequisites: Psychology 341 or equivalent and admission to either the M.S. Psychology (Clinical) program or the M.A. Psychology program or consent of instructor. In-depth study of diagnosis, etiology theories, research and prevention of adult and child psychopathology.

547 Theories of Psychological Intervention (3)

Prerequisite: admission to M.S. Psychology (Clinical) program or consent of instructor. In-depth coverage of psychotherapy. Principle theoretical approaches covered are: Psychodynamic, humanistic, and behavioral/ cognitive behavioral.

548 Psychotherapy Techniques (3)

Prerequisite: admission to the M.S. Psychology (Clinical) program or consent of the instructor. A skills course in conducting diagnostic interviews and basic therapeutic techniques. Role playing and video feedback will play a central role in course. (2 hours lecture, 3 hours laboratory)

549 Marriage, Family and Child Therapy (3)

Prerequisite: completion of first year in M.S. Psychology (Clinical) program. Marriage, family and child therapy: theory, techniques and research.

560 Child and Adolescent Treatment (3)

Prerequisite: satisfactory completion of the first semester of the M.S. Psychology (Clinical) program. Specific therapy techniques, including behavioral, and general approaches to the treatment of children and adolescents.

561 Clinical Psychology Assessment (3)

Prerequisite: Psychology 461 and admission to the M.S. Psychology (Clinical) program or consent of instructor. Coverage of theory, administration, scoring and interpretation of measures of intelligence and objective personality inventories.

568 Substance Abuse (1)

Prerequisite: admission to the graduate program or consent of instructor. The impact of alcoholism and drug abuse on the individual, family and community, clinical skills in the diagnosis and treatment of substance abuse, and research on diagnosis and outcome.

569 Cross Cultural Psychology (3)

Prerequisites: completion of Psychology 545 and Psychology 547 or consent of instructor. An in-depth study of cross-cultural issues as they apply to clinical psychology, specifically psychotherapy. Practical, research and theoretical issues will be examined.

594A Fieldwork (3)

Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. (Minimum of 12 hours field experience per week.)

594B Fieldwork (3)

Prerequisite: satisfactory completion of first year's work in the M.S. Psychology (Clinical) program. Supervised clinical work in mental health agencies. (Minimum of 12 hours field experience per week.)

598 Thesis Research (3 or 6)

Prerequisites: formal advancement to candidacy and consent of instructor. Development of a proposal for a major piece of empirical research, execution of the study, analysis of the results and writing of a thesis.

599 Independent Graduate Research (1-3)

Prerequisites: admission to a psychology graduate program and consent of instructor. Empirical research in a selected area of psychology. Designed, conducted and written by the student with the collaboration of a member of the faculty. May be repeated for credit.

INTRODUCTION

Political Science is the study of people's behavior as it relates to power and public organizations. Public administration, which is both a subfield of political science and a separate discipline, is concerned with the role played by public employees in policy-making, planning, personnel management, taxation and finance, and in responding to the needs and problems of communities and the nation.

A major in public administration features focused study and preparation for service in public agencies or in nonprofit organizations. Public administration majors study the larger political environment of public service, and the concepts and goals which underline such functions as budgeting, personnel, policy analysis and management. Students without professional public service backgrounds gain experience through the government internship.

ADVISERS

The Division of Political Science and Criminal Justice emphasizes proper advisement, and all graduate and undergraduate students are strongly urged to talk with an adviser as soon as possible after entering the program. The adviser helps with study plans, and gives information about career possibilities, postbaccalaureate fellowships and scholarships, and job possibilities in local government.

Graduate Program Adviser: Dr. Yuan Ting

INTERNSHIPS

The Division offers a variety of internships. Each one involves students in working in an agency or political organization, and in meeting in an on-campus seminar to discuss and analyze their experiences. The internship in Public Administration is numbered Political Science 497 and is required of all majors without public service administrative experience.

CREDENTIAL INFORMATION

The bachelor's degree in public administration may be effectively combined with subject matter studies necessary for the single subject teaching credential in social studies. Undergraduates are encouraged to work with the department adviser and/or the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. Postgraduate students should contact the Admission to Teacher Education office in the School of Education (714-278-3411) to obtain information on attending an overview presentation and orientation and then contact the department credential adviser.

BACHELOR OF ARTS IN PUBLIC ADMINISTRATION

Basic Requirements

The Bachelor of Arts in Public Administration requires a minimum of 120 units, which includes courses for the major, General Education, all-university requirements, and free electives. Political Science 100, a graduation requirement for all students, is not part of the political administration major, but is a prerequisite to further work in political science and public administration. The major consists of 39 units of political science and public administration, all at the upper-division. In addition, nine upper-division units are required in related disciplines, such as American studies, anthropology, criminal justice, economics, geography, history, philosophy, psychology, sociology, and statistics. Work in related fields must be approved in writing by one of the department's undergraduate advisers.

DIVISION OF POLITICAL SCIENCE AND CRIMINAL JUSTICE

DIVISION CHAIR

Alan Saltzstein

DIVISION OFFICE

University Hall 511

DEPARTMENT WEBSITE

http://hss.fullerton.edu/polisci

PROGRAMS OFFERED

Concentrations in:

Bachelor of Arts in Public Administration

Minor in Public Administration

Master of Public Administration

Human Resources
Public Finance
Urban Management

Criminal Justice

FACULTY

Rhonda Allen, Shelly Arsneault, Keith Boyum, Chad Briggs, Vincent Buck, Bert Buzan, Ron Gelleny, Phillip Gianos, Alana Northrop, Paul Peretz, Alan Saltzstein, Choudhury Shamim, Vera Simone, J. Owens Smith, Raphael Sonenshein, Barbara Stone, Sandra Sutphen, Yuan Ting, Bruce Wright, Jon Yinger.

Core Requirements (9 units)

Political Science/Criminal Justice 320 Introduction to Public Management (3)

Political Science 421 Government and the Economy (3)

Political Science/Criminal Justice 422 Human Resources
Management (3)

Computer Applications and Statistics Requirements (6 units)

Political Science 321 Research in Public Management (3)

Political Science 407 Polls, Statistics and Political Interpretation (3)

Urban and Public Policy Requirements (9 units)

Political Science 300 Contemporary Issues in California Government and Politics (3)



Political Science 309 Introduction to Metropolitan Politics (3)

Political Science 315
Politics and Policy
Making in America (3)

Political Science 352 American Foreign Policy (3)

Political Science 403 Politics and Policy in Sacramento (3)

Political Science 427 Policy-Making: Urban/Metropolitan Issues (3)

Political Science 456 The National Security Establishment (3)

Internship Requirement (3 units)

Political Science 497 Internship in Public Administration (3)

This requirement may be waived for students who have managerial experience in the public sector.

Electives (12 upper-division units; 15 upper-division units if the Internship Requirement is waived)

Political Science/Afro 317 Black Politics (3)

Political Science 375 Law, Politics and Society (3)

Political Science 411 Art of Administration (3)

Political Science 414 Legislatures and Politics (3)

Political Science 416 Presidents and the Presidency (3)

Political Science 446 Corruption, Ethics, and Public Policy (3)

Political Science/Chic 460 The Chicano and Politics (3)

Political Science/Criminal Justice 472 The Judicial Process (3)

Political Science 473 Introduction to Constitutional Law (3)

Political Science 474 Civil Liberties (3)

Political Science 475 Administrative Law (3)

Political Science 476 International Law (3)

Political Science/Geography 478 Urban Planing Principles (3)

Political Science/Geography 484 Urban Planning Methods (3)

Management 441 Labor-Management Relations (3) Mars Transferred Advisor Other courses with consent of an adviser.

Related Fields (9 upper-division units)

Students must complete nine units in related disciplines such as American Studies, Anthropology, Criminal justice, Economics, Geography, History, Philosophy, Psychology, Sociology or others as approved by an undergraduate adviser. Appropriate G.E. courses may be applied.

Writing Requirement

Majors must successfully complete two courses that are approved as meeting the university's upper-division writing requirement. Political Science/Criminal Justice 422 and a qualifying elective will fulfill this requirement. Please consult an adviser for a currently approved list of courses in political science/pubic administration that meets the writing requirement.

MINOR IN PUBLIC ADMINISTRATION

The minor consists of 18 units. Students must take Political Science/Criminal Justice 320, 411, 421 or 422, and 12 additional units. Three of these 12 units may be lower-division (e.g. Political Science 100 or 200) and nine must be at the 300/400 level including at least one of Political Science 300, 309, 315, 403, 411, 414, 416, 421, 422, 427, 446, 448, 472, 473, 474, 475, 478, or 484.

MASTER OF PUBLIC ADMINISTRATION

This professional degree is designed to disseminate the knowledge and skills needed for efficient and effective government. The program acquaints the student with the theoretical and practical skills needed to improve the practice of governmental management. It also prepares one to cope with the ethical and moral dimensions of the contemporary policy maker. Career guidance, working experience and placement are important components of the program. It is designed to:

- 1. Prepare students who wish to enter the field of public administration; and the state of the
- 2. Increase the professional competence of those already embarked in public administration careers;
- Furnish academic study for those wishing to pursue doctoral work;
- 4. Provide specialized training in areas such as financial administration, personnel administration, administrative research, planning and criminal justice.

The program is designed to aid the student in acquiring several skills. These include:

- 1. Written and oral communication for public administration;
- 2. Public administration research and analysis techniques;
- 3. Knowledge of organizational processes and behavior;
- 4. An understanding of federal, state and local governmental and administrative systems and processes; and a compared to the systems and processes.
- 5. Knowledge of administrative techniques and practices such as personnel testing, program budgeting and management by objectives.

Students may also develop knowledge of various specialized areas of employment such as criminal justice, human services administration, health administration and gerontology.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, dead-lines may be changed based on enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

A student may become conditionally classified in the Master of Public Administration program if the university requirements for admission are met. These requirements are: a baccalaureate degree from an accredited institution and a grade-point average of at least 2.75 in the last 60 semester units attempted (see Graduate Regulations section of this catalog for complete statement and procedures).

Graduate Standing: Classified

A student who meets the above requirements may become a classified student if all the following conditions are met:

- Completion of a minimum of 12 semester units of undergraduate course work in the social sciences, or business, six semester units of which must have been upper-division level. At least one of the courses must have been in economics. Upon recommendation of the public administration faculty, suitable practical experience may be substituted for a maximum of six units of the social science/business requirement.
- 2. Completion of a one-semester course in basic statistics;
- 3. Satisfying at least one of the following conditions:
 - A. A grade-point average of at least 3.25 in the undergraduate major and 2.75 in the last 60 units;
 - B. Between 2.75 and 3.24 in the undergraduate major, 2.5 in the last 60 units, and at least 1000 combined score (vocabulary and math) on the General Test of the Graduate Record Exam;
 - C. Between 2.75 and 3.24 in the under-graduate major, 2.75 in the last 60 units, and quality professional experience as evaluated by the M.P.A. coordinator based on job description, resume, two letters of reference, and four years of professional administrative service;
- D. A grade-point average of at least 2.75 in the last 60 semester units and completion of the first twelve units of adviserapproved coursework in this program with a grade-point average of 3.25.
- 4. A minimum TOEFL score of 570 (international students only).
- Approval of a study plan through consultation with the M.P.A. coordinator.

MPA STUDY PLAN

The degree study plan requires 39 semester units of adviserapproved course work. Three units of internship may be included in the total. The study plan must meet the following requirements:

1. Core Courses (18 -24 units)

Political Science 497 Internship in Public Administration (3) (Required of those with no previous public sector managerial working experience.)

Political Science 509 Administrative Organization and Process (3) (Required of those with no previous introductory course in public administration taken within the past three years.)

Political Science 521 Seminar in Public Administration Theory (3)

Political Science 523 Administrative Research and Analysis (3)

Political Science 526 Administration and Systems Management (3)

Political Science 571 Seminar in Public Finance (3)

Political Science 572 Seminar in Public Sector Human Resources Management (3)

One of the following:

Political Science 519 State and Local Government (3)

Political Science 525 Seminar in Metropolitan Area Government (3)

Political Science 528 Seminar in Public Administration and Policy (3)

- 2. Students electives should be planned in accordance with career objectives. Four concentrations are offered: criminal justice, human resources, public finance or urban management. The four concentrations together with the courses currently offered to satisfy the concentration requirement are listed below. The particular mix of courses will change slightly over time.
- 3. Candidates for the M.P.A. degree must successfully pass a written comprehensive examination or a candidate may, with the approval of both their concentration and the M.P.A. adviser, choose either the project (Political Science 597) or the thesis (Political Science 598) in lieu of the comprehensive examination. The project and the thesis each earn three units of course work and include a final oral defense.
- Candidates who enroll in 400-level courses will be required to do additional work beyond that required of undergraduates.
- 5. A minimum of half the units must be completed at the 500-level.
- No more than nine units of postgraduate course work taken prior to classified standing may be applied to the master's degree program.
- Students must demonstrate competence in computer literacy.
 See the M.P.A. coordinator for details.

Criminal Justice Concentration

In addition to the required core courses, take:

Political Science 360 Seminar in Administration of Justice (3)

Political Science 581 Organizational Development and Change (3)

One of the following:

Political Science 519 State and Local Government (3)

Political Science 525 Seminar in Metropolitan Area Government (3)

Political Science 580 Emergency Management in Public Administration (3)

Adviser-Approved Electives (6-12 units)

Human Resources Concentration

In addition to the required core courses, take two of the following:

Management 441 Labor Management Relations (3)

Management 542 Seminar in Labor Management Relations (3)

Political Science 475 Administrative Law (3)

Political Science 522 Seminar in Public Personnel Administration (3)

Political Science 582 Organizational Development and Change (3)

Adviser-Approved Electives (6-12 units)

Public Finance Concentration

In addition to the required core courses, take two of the following:

Economics 461 Ecological Economics (3)

Economics 516 Economics and Benefit Cost Analysis (3)

Political Science 421 Government and the Economy (3)

Political Science 529 Seminar in Public Management Analysis (3)

Adviser-Approved Electives (6-12 units)

Urban Management Concentration

If not taken as a core course, you must take POSC 525 Seminar in Metropolitan Government (3)

Take one or both of the following:

Geography 478 Urban Dynamics and Planning (3)

Geography 484 Urban Planning Methods (3)

Two of the following: (Only one need be taken by those taking both Geography 478 and 484.)

Environmental Studies 595T Selected Topics in Environmental Problems (3)

Geography 488 Land Use Analysis (3)

Political Science 427 Policymaking: Urban/Metropolitan Issues (3)

Political Science 519 State and Local Government (3)

Political Science 529 Seminar in Public Management Analysis (3)

Political Science 580 Emergency Management in Public Administration (3)

Adviser-Approved Electives (6-12 units)

PUBLIC ADMINISTRATION COURSES

Courses are designated as POSC (Political Science) in the class schedule. Please refer to the Political Science Department catalog section for course numbers and descriptions.

369

INTRODUCTION

The Department of Radio-TV-Film offers a comprehensive and active learning environment to prepare students for meaningful and rewarding careers in radio, television and film. Additionally, the program prepares students for graduate study in the broader area of media and communication. The faculty and staff emphasize current theory, practice, research and creative activities, challenging students to engage in intellectual inquiry to expand their knowledge while laying a solid foundation to continue as critical life-long learners and content creators in our media-savvy society. Cal State Fullerton is located in the technologically rich and culturally vibrant Los Angeles basin, so the department aspires to facilitate student learning with an emphasis on contributing ethically, intellectually and economically to the media industry.

PROGRAM GOALS

The goals of the Department of Radio-TV-Film, which are derived from the university's goals, are to:

- Ensure the preeminence of learning by providing a curriculum that integrates both conceptual and experiential learning.
- Provide high quality programs that meet the evolving needs of our students, community and
 region by facilitating students' learning so they compete successfully for substantive careers
 in radio, television and film.
- Enhance scholarly and creative activity by seeking funding for, and coordinating, faculty, staff
 and student work for publication, exhibition, conference presentation, competition entry and
 the like.
- Make collaboration integral to our activities by encouraging faculty, staff and students to take worthwhile advantage of the many services and departmental offerings on campus.
- Create an environment where all students have the opportunity to succeed by offering orientation and regular advising; by encouraging co-curricular participation; and by maintaining equipment and facilities that are as current as the budget allows.
- Increase external support by working with advancement, foundation, development and grant/contract personnel concerning corporate and individual sponsorship and other opportunities.
- Expand connections and partnerships within our region by encouraging internships and community-based service learning; by pro-actively maintaining relations with alumni and media practitioners; and by recruiting students in area high schools and community colleges.
- Strengthen institutional effectiveness, collegial governance and our sense of community by recruiting and retaining highly qualified, diverse faculty, staff and students; by encouraging participation in governance opportunities; and by working with other faculty, staff and students on ad hoc tasks.

College Park 460-16 DEPARTMENT WEBSITE

DEPARTMENT CHAIR

DEPARTMENT OFFICE

Edward Fink

http://communications.fullerton.edu/ radio.tv.film

PROGRAMS OFFERED

Bachelor of Arts in Radio-TV-Film Minor in Radio-TV-Film

FACULTY

Robert Davis, Edward Fink, Jacqueline Frost, Lynne Gross, Shelley Jenkins, Philippe Perebinossoff, Larry Ward

BACHELOR OF ARTS IN RADIO-TV-FILM

The Bachelor of Arts degree in Radio-TV-Film requires a minimum of 120 units, including courses for the major, General Education, all University requirements and free electives. The 48-unit major includes four required core courses in RTVF, eight elective courses in RTVF, and four courses either within RTVF or from an approved list of courses in other departments.

Required Core Courses (12 units)

RTVF 100 Intro to Radio-TV-Film (3)

RTVF 200 Intro to Production (3)

RTVF 350 Story Structure (3)*

RTVF 495 Internship in RTVF (3)

RTVF Electives (24 units minimum)

RTVF 210 Audio Production (3)

RTVF 225 Field Video Production (3)

RTVF 300 Language of Film (3)

RTVF 330 Film Production 1 (3)

RTVF 360 Radio and TV Programming (3)

RTVF 365 Children's TV (3)

RTVF 370 World Cinema (3)

RTVF 375 Documentary Film and TV (3)

RTVF 425 Advanced Video Production (3)

RTVF 430 Film Production 2 (3)



RTVF 435 Directing Film & TV (3) RTVF 455 Screenwriting (3)* RTVF 480

Management in RTVF (3)

RTVF 496 Tutorial in RTVF (1-3)

RTVF 499

Independent Study in RTVF (1-3)

Additional electives may be available. Please check with the department office.

Other Electives (12 units)

Other electives may be chosen from RTVF courses or courses from other departments. An approved list of courses from other departments is available in the department office and can also be accessed on the department website. Students should choose their electives in consultation with a faculty adviser. Advisers will ensure a balance of courses that includes varying perspectives in the field.

MINOR IN RADIO-TV-FILM

The minor in Radio-TV-Film requires 21 units.

RTVF Core Courses (9 units)

RTVF 100 Intro to Radio-TV-Film (3)

RTVF 200 Intro to Production (3)

RTVF 350 Story Structure (3)

RTVF Electives (12 units)

Students choose four courses from the RTVF elective list shown above for the major. Students should choose their electives in consultation with a department adviser.

RADIO-TV-FILM COURSES

Courses are designated as RTVF in the class schedule.

100 Intro to Radio-TV-Film (3)

Overview of the history, structure and function of the radio, TV and film industry. Includes current issues, relevance to society, employment options and other topics.

200 Intro to Production (3)

Fundamental elements of creating audio, video and film projects. Includes the production process, sound recording and mixing concepts, shooting composition and aesthetics principles, and editing theory. Elements are applied in a hands-on lab. (1 hour lecture, 6 hours laboratory)

210 Introduction to Audio Production (3)

Introduction to the theory and practice of audio production as it pertains to radio, TV and film. Covers broadcasting, designated recording, editing and mixing. Emphasizes aesthetics and techniques to ensure high quality sound. Uses a digital lab. (2 hours lecture, 3 hours laboratory)

220 TV Studio Production (3)

Prerequisite: RTVF 200. Introduction to multiple-camera, live-on-tape, studio production. Theory and practice of producing "live" programs. Students crew all positions, including writer, producer, director, assistant director, lighting director, floor manager, camera operator, video switcher, audio engineer, video engineer, recording engineer and graphics operator. (9 hours laboratory)

225 Field Video Production (3)

Prerequisite: RTVF 200. Introduction to single-camera, field video production. Theory and practice of producing projects on location. Preproduction, production and post-production using digital cameras and nonlinear editing. Students crew productions, including writer, producer, director, videographer, sound recordist and editor. (2 hours lecture, 3 hours laboratory)

300 Language of Film (3)

Prerequisite: completion of General Education category I.C. Visual and syntactic components of the motion picture. Detailed analysis of frame, line, space, shape, image size, movement, tone, color and structuring of visual images.

330 Film Production 1 (3)

Prerequisite: RTVF 300. Introduction to theory and practice of motion picture photography and film production. Students create short, film-style projects. (1 hour lecture, 6 hours laboratory)

^{*}Meets Upper-Division Writing Requirement for Radio-TV-Film majors.

349 Philosophy, Literature and Cinema (3)

(Same as Philosophy 349)

350 Story Structure (3)

Prerequisites: English 101 and junior standing. Analysis and development of script structure and viable, narrative story elements. Covers acts, scenes, premises, conflict, plots, characters, action, and so on. Students write critical analyses of professional scripts and author their own treatments. Meets upper-division writing requirement for RTVF majors.

360 Radio and TV Programming (3)

Prerequisite: RTVF 100. Purposes, philosophies and methods of obtaining, developing, launching, scheduling and evaluating programming for electronic media. Covers commercial radio and TV networks and stations, cable TV, public radio and TV, direct broadcast satellite and the Internet.

365 Children's TV (3)

Prerequisite: Completion of General Education Category III.C.1. Research and literature on effects of television on children. Examines historical and contemporary aspects of children's TV issues, including advertising, violence, stereotyping and education. Analyzes how children's TV producers use concepts related to children to design material for them.

370 World Cinema (3)

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Global influence of motion pictures. Examines various directors, film movements, national cinemas and the increasing internationalization of the world film industry.

375 Documentary Film & TV (3)

Prerequisite: completion of General Education Category III.B.1 or III.B.2. Documentary form in film and television. Includes development, purpose and current trends. Examines requirements to write and produce non-fiction films for the mass media, business, education and government.

425 Advanced Video Production (3)

Prerequisite: RTVF 225 or 330. Advanced theory and practice of video production. Includes advanced shooting and editing techniques. Students produce projects that may be aired and/or entered in competitions. (2 hours lecture, 3 hours laboratory)

430 Film Production 2 (3)

Prerequisite: RTVF 330. Preproduction and shooting of a large-crew, sync-sound film. Includes planning, scouting, breakdown, budgeting,

scheduling, casting, rehearsing and shooting. (1 hour lecture, 6 hours laboratory)

435 Directing Film & TV

Prerequisite: RTVF 225 or 330. Directing for narrative film and single-camera TV. Scene breakdowns, blocking for the camera, mise-en-scene, directing, shooting and editing short sequences.

455 Screenwriting (3)

Prerequisite: RTVF 350. Scripts for feature films, movies-of-the-week and mini-series. Three-act and seven-act structures. Students apply concepts from RTVF 350 and advanced writing concepts to develop full-length screenplays. Meets upper-division writing requirement for RTVF majors.

480 Management in RTVF (3)

Prerequisite: RTVF 100. Management structure and issues in the RTVF industry. Includes audience measurement, distribution, finance, personnel, programming, regulation and sales. May include applied experience with college media activities.

495 Internship in Radio-TV-Film (3)

Prerequisites: RTVF 100, 200, 350 and senior standing. Supervised fieldwork at a radio, TV or film organization. Skill development and understanding of industry operation through hands-on experience and networking. Must submit an application one semester prior to taking through the RTVF Internship Office website at https://commsec.fullerton.edu/internship.

496 Student-to-Student Tutorial (1-3)

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The student-to-student tutorial encourages students to learn through teaching. Work may include contact hours with tutees, tutorial preparations, consulting with instructors, reporting-analysis-evaluation of tutorial experiences, participation in university programs for tutors. Does not count toward major or minor units. Grade or CR/NC.

499 Independent Study (1-3)

Prerequisites: 3.0+ GPA, senior standing, written approval from instructor and department chair. The Independent Study shall be of a research or creative nature and shall culminate in a paper, project, comprehensive exam and/or performance. The student shall prepare a proposal including a statement of the basis for the final

UNDERGRADUATE READING DEVELOPMENT COURSES

Lower-division courses in reading (Reading 201, 202, and 290) are designed to assist students in developing and utilizing a problem solving approach in the critical and creative reading and thinking processes required for efficient university learning.

CALIFORNIA READING CERTIFICATE

The California Commission on Teacher Credentialing has granted approval to the Reading Department to offer course work to meet requirements for the California Reading Certificate. Persons wishing to earn this reading certificate must make formal application to the university and meet the following requirements:

- 1. Have completed a bachelor's degree;
- 2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
- 3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
- 4. Have successfully taught in a classroom setting, for a minimum of three years, in any grade preschool through adult, exclusive of student teaching, internship teaching, or teaching while holding an emergency permit.

Advisement is available to any student seeking a California Reading Certificate. New students will be assigned an adviser upon acceptance in the program.

For further information, please contact the department office, Education Classroom Building, Room 351.

READING/LANGUAGE ARTS SPECIALIST CREDENTIAL

The California Commission on Teacher Credentialing has granted approval to the Reading
Department to offer courses to meet requirements for the Reading/Language Arts Specialist
Credential Program.

Persons wishing to earn an advanced Reading/Language Arts Specialist Credential must make formal application to the university indicating the specific specialist credential program desired. In addition, applicants must meet the following requirements:

- 1. Have completed a bachelor's degree;
- 2. Have earned a grade-point average of at least 3.0 in the last 60 undergraduate units completed and at least 3.0 in graduate units completed;
- 3. Have possession of a multiple subject or single subject credential or another valid California standard teaching credential; and
- 4. Have successfully taught in a classroom setting, for a minimum of three years, in any grades from preschool through adult. This experience cannot include student teaching, intern teaching, or teaching while holding an emergency credential or permit.

Advisement is available to any student seeking a Reading/Language Arts Specialist Credential. New students will be assigned an adviser upon acceptance in the program. Prior to their first semester in the program students should meet with an adviser to develop a credential study plan.

For further information, please contact the department office, Education Classroom Building, Room 531.

SCHOOL OF EDUCATION ASSOCIATE DEAN

L.Y. (Mickey) Hollis (Acting)

READING DEPARTMENT

Ashley Bishop

DEPARTMENT OFFICE

Education Classroom 531

DEPARTMENT WEBSITE

hdcs@fullerton.edu/Reading/reading.htm

PROGRAMS OFFERED

Master of Science in Education

Concentration in Reading

California Reading Certificate

Reading/Language Arts Specialist

Credential

FACULTY

Katherine Bartle-Angus, Ashley Bishop, Penelope Chiappe, JoAnn Carter-Wells, JoAnne Greenbaum, Rosario Ordonez-Jasis, Anthony Manzo, Ula Manzo

MASTER OF SCIENCE IN EDUCATION (READING)

The program is designed to help qualified individuals gain the technical knowledge and scholarship requisite to becoming reading/language arts specialists. This professional program is based on and combined with sound preparation in the liberal arts and sciences. The curriculum proposes an interdisciplinary approach to the preparation of the professional specialist in reading/language arts.

Application Deadlines

Applications need to be postmarked no later than March 1st for fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of 3.0 in the last 60 semester units attempted (see "Graduate Admissions" section of this catalog for complete statement and procedures). In addition, an applicant must have an approved major, and confer with the graduate program adviser to discuss the prerequisites for attaining classified standing.

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing upon the development of an approved study plan: successful teaching experience or other approved experience; a grade-point average of 3.0 or better in academic and related work; sufficient background in reading; a satisfactory interview; and four references from school administrators, school supervisors or professors.

Study Plan

The final adviser-approved program of course work for the degree must include:

Core Courses (10 units)

Ed Elm 511 Survey of Educational Research (3)

Ed Elm 536 Curriculum Theory and Development (3)

Reading 516 Testing and Evaluation of Reading Performance (4)

Concentration Courses (19 units)

Reading 501 Assessment of Professional Competencies (1)

Reading 507 Reading and Thinking in the Content Area (3)

Reading 508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Reading 514 Linguistics and Reading (3)

Reading 520 Computers in Reading (2)

Reading 560 Cross-Cultural Approaches to Teaching Reading/Language Arts (3)

Reading 581 Remediation of Reading Difficulties (4)

Culminating Experience (1)

Reading 595 Advanced Studies (includes comprehensive examination) (1)

OR Reading 597 Project (1)

OR Reading 598 Thesis (1)

For advisement and further information, consult the program graduate adviser.

READING COURSES

Courses are designated as READ in the class schedule.

201 Academic Reading: Analyses and Strategies (3)

Analysis of reading and learning processes, reading interpretation and critical thinking strategies as applied to all types of academic reading, emphasis on integration and synthesis of academic information.

202 Vocabulary Cognition and Reading Comprehension (3)

Study and analysis of general and academic vocabularies and their influence on reading comprehension and communication. Emphasis on language knowledge and the development of contextual analysis and word association processes in reading communication.

290 Critical Reading as Critical Thinking (3)

Relationship of critical reading to critical thinking. Emphasis on the development of critical thinking skills with application in the interpretation, analysis, criticism and advocacy of ideas encountered in academic readings.

340 Fostering Language Growth for Reading Readiness (3)

Prerequisites: Child Development 312, Psychology 361 or equivalent or consent of instructor. Explores function of receptive and expressive language development as they relate to reading readiness in young children.

480 The Teaching of Reading (4)

Curriculum and methods in the teaching of reading and language arts in the elementary and secondary schools. Teachers' manuals and guides are introduced and studied. A major focus will be the preparation of reading lessons for classroom settings.

501 Assessment of Professional Competencies (1)

Assessment of professional competencies of students entering the Reading Program in preparation for obtaining the Reading/Language

Arts Specialist Credential. Meets graduate writing requirement for master's degree.

507 Reading and Thinking in the Content Areas (3)

This course examines the teaching of reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials and program design.

508 Teaching Reading/Language Arts in Today's Elementary Schools (3)

Current trends in the teaching of elementary reading/language arts. The role of the teacher as a decision-maker in the elementary reading/language arts program.

514 Linguistics and Reading (3)

A study of linguistics and its influence on reading materials and instruction. An analysis of trends in linguistics as they relate to the teaching of reading.

516 Diagnostic-Prescriptive Teaching of Reading (4)

Prerequisites: Reading 507 or 508. A case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. The course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learing to read, and reading to learn.

520 Technology in Reading (2)

Prerequisites: Reading 507, 508 or equivalent. Understanding of the need for technological literacy in reading/language arts. Investigation of the strengths and limitations of technology and computer applications (software/internet) for the development of classroom curriculum for reading/language arts. Includes designing a lesson plan for the integration of technology into today's literacy classroom as well as introduction to web page design utilizing existing free services.



560 Cross-Cultural Approaches to Teaching Reading/ Language Arts (3)

Prerequisite: Reading 507 or 508, or consent of instructor or graduate adviser. Theory and research in teaching reading/language arts to students of diverse cultural and linguistic backgrounds. Understanding issues and concepts of various approaches. Using appropriate materials and strategies for teaching literacy skills to diverse groups.

570 Leadership in Reading/Language Arts Program Development (2)

Recommended Prerequisites: English 433 and/or 434 or the equivalent. Content includes long-term planning, designing effective programs, developing leadership skills, and integrating literature and skill-based instruction.

581 Remediation of Reading Difficulties (4)

Prerequisite: Reading 507, 508, 514, 516 or consent of instructor. Analysis and diagnosis of reading/language arts difficulties. Techniques and methods of prevention and treatment. Individual remediation of student. Primary through secondary.

585 Professional Development in Reading/Language Arts (3)

Prerequisite: seminar in development and evaluation of reading/ language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Includes writing for publication, grant proposal writing, and other professional responsibilities.

595 Advanced Studies (1-3)

Prerequisite: consent of instructor or graduate adviser. Graduate seminars designed to develop competencies in such areas as behavior, teaching strategies, educational technology, program development, communication theory and interpersonal relations related to reading/language arts.

597 Project (1-3)

Prerequisite: consent of instructor or graduate adviser. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor or graduate adviser. Individual research with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor or graduate adviser. Independent inquiry for qualified graduate students.

Science Education

College of Natural Sciences and Mathematics

INTRODUCTION

Science Education is a specialized area of learning and instruction related to the pre-service and in-service education of science teachers.

The Science Education Program prepares students to teach science at the elementary and secondary levels; provides guidance for new, as well as, experienced teachers in the study and use of educational practices developed for the teaching of sciences; and helps teachers develop original ideas in their areas of specialization.

The offerings of this program include basic professional training courses required for teaching – certification in the physical and life sciences, advanced course work in science education, and certain academic content offerings designed especially for teacher preparation.

The program teaches scientific content, scientific processes and curriculum for prospective and practicing elementary teachers. These courses are in the physical sciences and the biological sciences

The program offers courses for prospective and practicing secondary teachers in the methods of teaching science and in the processes of science and is responsible for the supervision of teachers in student teaching assignments. The courses and experiences provide prospective secondary teachers with the skills necessary to teach the scientific content of their particular science certification.

PLEASE NOTE: Because changes may occur in the course number and/or titles throughout the next two years due to State mandated requirement revision for the preliminary credential, you may find discrepancies between what is written below and what is listed in the catalog or on-line. If you have any concerns, please call Douglas Stone, Credentialing Coordinator for Secondary Science Education (714) 278-5637.

TEACHING CREDENTIALS

Candidates for the Single Subject Credential in Science (K-12) are required to take professional courses, breadth courses, and a concentration in Biology, Chemistry, Geology, or Physics.

Professional Courses

Science Ed 442 Teaching Science in the Secondary School (3)

Science Ed 449E Externship in Secondary Teaching (3)

Science Ed 449I Internship in Secondary Teaching (10)

Science Ed 449S Seminar in Secondary Teaching (3)

The student should take Science Ed 442 concurrently with Science Ed 449E (5 weeks of student teaching at the end of the semester). Science Ed 449I (full-time student teaching) and Science Ed 449S are taken concurrently in the following semester. Science Ed 412 is a prerequisite for Science Ed 449I and must be included in the student's study plan. It can be taken concurrently with 442 and 449E.

Breadth of Study in Science (28-36 units)

Biology 172 Cellular Basis of Life (5)

Chemistry 120A,B General Chemistry (5,5)

Geological Sci 101 Physical Geology (3)

Geological Sci 101L Physical Geology Lab (1)

Geological Sci 420 Earth Science for Teachers (4)

PROGRAM DIRECTOR

Richard M. Lodyga

PROGRAM OFFICE

McCarthy Hall 527

PROGRAM WEBSITE

http://nsm.fullerton.edu/scied/

PROGRAMS OFFERED

Master of Arts in Teaching Science (MAT-S)
Subject Matter Preparation Program for
the Single Subject Credential in
Science (K-12)

FACULTY

Gaylen Carlson (Geological Sciences), H. Eric Streitberger (Chemistry and Biochemistry Emeritus), Barry Thomas (Biological Science), Nancy Pelaez (Biological Science), Barbara Gonzalez (Chemistry and Biochemistry)

ADVISERS

MAT-S: Gaylen Carlson

Secondary Teaching Certification:
Gaylen Carlson, H. Eric Streitberger
(Emeritus), Barry Thomas, Nancy
Pelaez, Barbara Gonzalez

Coordinator for Secondary Science Education Credentialing: Douglas Stone Physics 211, 212 Elementary Physics (6)*

Physics 211L, 212L Elementary Physics Lab (2)*

Science Ed 412 Processes in Science (3)

Concentrations in Science

These classes are normally associated with a major or a concentration in one of the following as described below: Biological Science (22-24 units), Chemistry and/or Biochemistry (20-26 units), Geological Sciences (22 units), or Physics (27 units). Students should meet with a science education adviser to discuss required selected courses and prerequisites, approved equivalent or substitutions of courses.

BIOLOGY SUBJECT MATTER CONCENTRATION (22-24 UNITS)

Chem 301 A,B; 302; and Math 130, 150A, or 337; Biol 241 Botany (4); and Biol 261 Zoology (4)

I. Molecular and Cellular Biology

Biology 172 Cellular Basis of Life (5)

Biol 273 Genetics and Molecular Biology (5)

II. Functional Biology of Organisms

A. Biology of Plants and Animals (select one):

Biol 317 Field Marine Biology (3)

Biol 340 Field Botany (3)

Biol 419 Marine Ecology (3)

Biol 442 Pollination Biology (3)

Biol 443 Plant Ecology (3)

Biol 446 Marine Phycology (4)

Biol 466 Animal Behavior (3)

Biol 467 Entomology (4)

Biol 474 Natural History of Vertebrates (4)

Biol 475 Ichthyology (4)

Biol 476 Herpetology (4)

Biol 478 Mammology (4)

Biol 479 Ornithology (4)

B. Physiology of Plants and Animals (select one):

Biol 362 Mammalian Physiology (4)

Biol 444 Plant Physiology Ecology (4)

Biol 468 Comparative Animal Physiology (4)

Biol 470 Cellular Neurobiology (4)

III. Ecology

Biol 274 Principles of Physiology and Ecology (4)

IV. Evolution Concepts, Mechanisms and Patterns (select one):

Biol 344 Survey of the Land Plants (4)

Biol 401 Biogeography (3)

Biol 404 Evolution (3)

Biol 441 Plant Taxonomy (4)

Biol 450 Conservation Biology (3)

Biol 461 Marine Invertebrate Zoology (4)

CHEMISTRY AND/OR BIOCHEMISTRY SUBJECT MATTER CONCENTRATION (20-26 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Chem 301A Organic Chemistry (3)

Chem 301B Organic Chemistry (3)

Chem 302 Organic Chemistry Laboratory (3)

Chem 315 Theory of Quantitative Chemistry (3)

Chem 316 Quantitative Chemistry Lab (1)

Chem 361A Introduction to Physical Chemistry (3)

Chem 361B Introduction to Physical Chemistry (3)

Select two classes of the following:

Chem 325 Inorganic Chemistry (3)

Chem 423A General Biochemistry (3)

Chem 423B General Biochemistry (3)

Chem 431 Advanced Organic Chemistry (3)

Chem 435 Chemistry of Hazardous Materials (2)

Chem 437 Environment Water Chemistry (2)

GEOLOGICAL SCIENCES SUBJECT MATTER CONCENTRATION (22 UNITS)

Math 150A,B Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Geol 201 Earth History (4)

Geol 303A Minerology and Introduction to Petrology (4)

Geol 303B Minerology and Introduction to Petrology (4)

Geol 333 General Oceanography (3)

Geol 340 General Meterology (3)

Physics 120 Introduction to Astronomy (4)

PHYSICS SUBJECT MATTER CONCENTRATION (27 UNITS)

Math 150A Calculus (Prerequisite)

Math 150B Calculus (Prerequisite)

Phys 225 Fundamental Physics: Mechanics (3)

Phys 225L Fundamental Physics: Mechanics Lab (1)

Phys 226 Electricity ad Magnetism (3)

Phys 227 Waves, Optics and Modern Physics (3)

Phys 227L Waves, Optics and Modern Physics Lab (1)

Phys 310 Thermodynamics, Kinetics, and Stat Physics (3)

Phys 320 Classical Mechanics (4)

Phys 330 Electromagnetic Theory (4)

Phys 340 Modern Physics (4)

^{*}Not for majors in the subject matter area.

MULTIPLE SUBJECT MATTER PROGRAMS: CHILD AND ADOLESCENT DEVELOPMENT AND LIBERAL STUDIES

Selections from the following courses may be used to meet degree requirements for the Child and Adolescent Development major or the Liberal Studies major:

Science Ed 410 Physical Science Concepts (3)

Science Ed 453 Life Science Concepts (3)

In recognition of the need for education in nature interpretation and conservation, the Science Education Program offers course work and internships in these disciplines. Much of this course work takes place at the Tucker Wildlife Sanctuary in the Santa Ana Mountains.

MASTER OF ARTS IN TEACHING SCIENCE

The primary objectives of the Master of Arts in Teaching Science are to provide advanced course work in science curriculum designs appropriate to the professional responsibilities of science educators; to provide research and seminar opportunities in contemporary issues in science education; and to enable teachers to become more proficient in science disciplines appropriate to their academic teaching assignments. A secondary track and an elementary track are available.

Fifteen units of course work is selected from the departments of Biological Science, Chemistry and Biochemistry, Computer Science, Geological Sciences, Physics, or Science Education (if elementary track). Nine units of course work is required from the Science Education Program. The graduate work culminates with the student completing a project or thesis in an area of science education which is applicable to the student's teaching. Faculty from the program and other departments form the committee which guides and evaluates each graduate student.

Admission Requirements

University requirements include a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see section of this catalog on Graduate Admission for complete statement and procedures). In addition to the University requirements for admission, acceptance in the MAT-S program is contingent upon the following:

- Candidates must submit two applications, the "California State
 University Graduate Application for Admission," and one to the
 Science Education Program. The Science Education Program application for the MAT-S must include:
 - (a) two signed letters of recommendation;
 - (b) a personal resume;
 - (c) documentation of a teaching credential; and
- (d) a Statement of Purpose of 1-2 pages with information about the candidate's science area of interest.
- 2. A teaching credential is normally required for classified standing. In special circumstances, a MAT-S faculty adviser may agree to work with a student who has not completed a teaching credential program. For example, an applicant who teaches in a private school or works in a museum may complete the MAT-S without a teaching credential. In these cases, a MAT-S faculty adviser will write a letter waiving the credential requirement for classified standing.

- 3. Completion of course work equivalent to a baccalaureate degree in one of the sciences. (For the elementary track, the baccalaureate degree is not normally in the sciences, but the application must provide evidence of in-depth work within the sciences beyond the minimum requirements for a multiple subject teaching credential.)
- 4. Acceptance by a faculty project/thesis adviser.
- 5. The admission decision will be made only after the application file is complete.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information: http://www.fullerton.edu/graduate/.

Advancement to Candidacy

Advancement to candidacy is attained by requesting a graduation check and receiving subsequent approval of the MAT-S faculty adviser and the MAT-S graduate program adviser on the Grad Check Review Form. This form is mailed by to students by the University Graduate Studies Office.

Classified Standing

Students should achieve classified standing as soon as they are eligible. A student who meets the admission standards needs to develop a study plan in consultation with the MAT-S faculty adviser and MAT-S graduate program adviser before nine units of degree coursework has been completed. Classified standing will be granted once the study plan has been reviewed and approved by the MAT-S faculty and the Associate Vice President, Academic Programs.

Students will be notified by the Graduate Studies Office when the study plan is approved and classified standing is granted. Once the study plan is approved, changes can be made only with the approval of the MAT-S faculty adviser and the MAT-S graduate program adviser.

Study Plan

The degree program consists of 30 units of upper-division or graduate course work of which at least half must be 500-level, and which must be completed with a grade-point average of 3.0 or better.

- (Secondary Track) 15 units will be in the sciences, in upperdivision and graduate courses. At least nine units will be taken in one of the following: biology, chemistry, computer science, geological sciences or physics. (Elementary Track) 15 units in upper-division and graduate courses. Electives will be chosen from biology, chemistry, computer science, geological sciences, physics or science education.
- 2. 15 units will be in science education with the following requirements:

Core Courses

Science Ed 550 Theoretical Designs in Science Education (3)
Science Ed 552 Review of Research in Science Education (3)*
Science Ed 554 Issues in Science Education (3)

^{*} Meets the Graduate Level Writing Requirement.

Culminating Experience

Science Ed 598 Thesis (6)

OR Science Ed 597 Project (3) and Science Ed 599 Independent Graduate Research (3)

For further information and advisement, consult the graduate program adviser or Director of the Science Education Program.

SCIENCE EDUCATION COURSES

Courses are designated as SCED in the class schedule

410 Physical Science Concepts (3)

Prerequisite: completion of general education natural science requirements or consent of instructor. For elementary school teachers. Major concepts in the physical sciences. Observing, classifying, recognizing space-time relations, measuring, inferring, formulating hypotheses, controlling variables and interpreting data. (2 hours lecture, 2 hours activity)

412 Processes of Science (3)

Prerequisite: junior or senior standing in a science major or admission to the MAT-Science graduate program. Methodologies (action research), logical procedures and explanatory systems that characterize the various natural sciences. The role of science and technology in society. (2 hours lecture, 1 hour activity, 1 hour to be arranged)

442 Teaching Science in the Secondary School (3)

Prerequisite: appropriate education and science education course work for credential. Curricular objectives, methods, and materials including audiovisual instruction for teaching science. Required before student teaching for candidates for the single subject teaching credential in either the life sciences or the physical sciences. (2 hours lecture, 2 hours activity)

449E Externship in Secondary Teaching (3)

Prerequisite: Science Education 412 (may be taken concurrently) (See description under Secondary Education)

449I Internship in Secondary Teaching (10)

(See description under Secondary Education)

449S Seminar in Secondary Teaching (3)

(See description under Secondary Education)

453 Life Science Concepts (3)

Prerequisite: completion of general education requirements or consent of instructor. Biological principles using science processes appropriate for elementary teachers. (2 hours lecture, 2 hours activity)

495A Naturalist Internship (3)

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

495B Naturalist Internship (3)

Prerequisite: consent of instructor. Supervised in-service training at the Tucker Wildlife Sanctuary. For the prospective biological science teacher, communications major and others interested.

499 Independent Study (1-3)

Special topics in science education, selected by consultation and completed under the supervision of the instructor. May be repeated for credit.

550 Theoretical Designs in Science Education (3)

Review of major directions, designs and assumptions of science education reform such as the nature of science and scientific inquiry, scientific literacy, the National Science Education Standards, state curricular frameworks, standards, and international and national science assessment. Emphasis will be placed on how reform affects curriculum, major curricular projects and curricular evaluation.

(3 hour lecture)

552 Review of Research in Science Education (3)

Prerequisite: graduate standing. A review of relevant literature which provides the foundation for modern reform in science education. Analyses of research design and execution of appropriate experimental or observational procedures to test hypotheses concerning problems in science education. (3 hour lecture)

554 Issues in Science Education (3)

Prerequisite: graduate standing. Major contemporary issues in science education. (3 hours lecture)

597 Project (1-3)

Prerequisites: advancement to candidacy and an appointed thesis committee. Co-requisite: Science Ed 599 (3 units). The selection, investigation and written presentation of a project in science education.

598 Thesis (1-6)

Prerequisites: advancement to candidacy and an appointed thesis committee. The selection, investigation and written presentation of an experimental problem in science education.

599 Independent Graduate Research (1-3)

Graduate student research in a specific area of science education. May be repeated for credit.

Secondary Education College of Human Development and Community Service

SCHOOL OF EDUCATION

ASSOCIATE DEAN

L. Y. Mickey Hollis (Acting)

SECONDARY EDUCATION DEPARTMENT CHAIR

Victoria Brookhart Costa

DEPARTMENT OFFICE

Education Classroom 190

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/SecEd/ CSUFSecondary.html

PROGRAMS OFFERED

Master of Science in Education

Concentration in Secondary Education Emphasis in Middle School Mathematics Single Subject Credential

Art

Business Education

English (English, Theater)

Foreign Languages (see Modern Languages Department for specific languages)

Health (beginning Fall 2004)

Mathematics

Music

Physical Education

Science

Social Science

Single Subject CLAD Certificate

FACULTY

Debra Ambrosetti, Dawn Anderson, Grace Cho, Duane Clizbe, Victoria Brookhart Costa, Ellen Kottler, Juan Sanchez Munoz, Ron Pahl, Fred Ramirez, Lynda Randall, Chris Street, Helen Parcell Taylor

SINGLE SUBJECT CREDENTIAL LEVEL I PROGRAM

Based on the department's philosophy, the program stresses a logical sequence among the critical components of teacher education, including subject matter preparation, pedagogical instruction, fieldwork observation and participation, and student teaching. It is responsive to contemporary educational concerns and provides for strict coordination of the varied administrative components, including admission, candidate assessment, and program evaluation. The program is articulated with the California Commission on Teacher Credentialing Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, the California Standards for the Teaching Profession, and the California Teaching Performance Expectations (TPEs).

The CSU Fullerton Single Subject Credential (Level I) Program begins with a supervised introduction to the secondary school setting (including an early fieldwork component), and progresses toward full immersion into classroom assignments. The program is designed to allow students to move between theoretical knowledge provided in course work and the practical experience gained in secondary classrooms. During the program, candidates develop philosophical and methodological perspectives that are tested in practical experience. Field experiences compliment course work, enabling students to deepen their understanding of the complex influences shaping our schools. Candidates develop a Teaching Portfolio over the course of the program that facilitates their development as reflective practitioners in alignment with the Teaching Performance Expectations.

The program is a three-semester process. First, prospective teachers are introduced to teaching through twelve units of prerequisite undergraduate coursework. Course work includes a 40-hour early field experience and the development of knowledge and skills in teaching adolescents, diverse student populations, and special populations. A special course focuses on literacy development of adolescents; the adolescence course also includes information on health issues. During this prerequisite coursework, candidates are introduced to and assessed on the Teaching Performance Expectations. They are also introduced to the Teaching Performance Assessment (TPA) and practice several tasks as they learn course content and begin to develop skills.

Second, candidates complete a first semester of 240 hours of classroom observations and co-teaching in which they are gradually inducted into the full-time student teaching experience in an environment of collegiality and support. This semester allows them to become familiar with their Master Teachers and the particular characteristics, programs, and cultures of their schools. During this semester, candidates are referred to as Externs. First semester credential students attend a weekly seminar class that includes presentations by university faculty and staff as well as district faculty, staff, and administrators. During the seminar, candidates learn about the district, schools, and classrooms in which they will complete their student teaching. They learn about state, district, and local policies on education; instructional strategies; curriculum design, development, and implementation; classroom management; assessing students; and the realities of day-to-day teaching. In addition, candidates complete a subject matter specific methods course in which they extend lesson and unit planning skills with a focus on the California K-12 content standards and standardized assessments. Finally, they complete a course in teaching English learners. During this semester, candidates are again assessed on the TPEs and continue practicing tasks of the TPA.

In the second semester of the program, each student teacher takes full control of three classes per day and has a conference and preparation period. They are responsible for all discipline, managerial, institutional, and instructional tasks. During this semester, candidates are referred to as Student Teachers and attend a weekly student teaching seminar led by the university supervisor. In addition, candidates complete a seminar on the Teaching Performance Assessment Preparation to complete all tasks and document their achievement of the TPEs.

Prerequisites (12 units, 40 hours fieldwork)

Ed Sec 310 The Teaching Experience (3)

Ed Sec 320 Adolescence (3)

Ed Sec 330 Developing Literacy in Secondary Schools (3)

Ed Sec 340 Diversity in Secondary Schools (3)

Required of All First Semester Internship Candidates

Ed Sec 400 Instructional Methods for Secondary Internship
Candidates (3)

First Semester (18 units, 240 hours fieldwork)

Ed Sec 404 Personal Proficiency in Educational Technologies for Secondary Teachers (3)

Ed Sec 410, Teaching English Language Learners in Secondary Schools (3)

Ed Sec 440S General Pedagogy of Secondary School Teaching (4)

Ed Sec 440F Supervised Fieldwork in Secondary Schools (2)

*Ed Sec 442 Teaching in the Secondary School (3)

*Ed Sec 449E Externship in Secondary Teaching (3)

Second Semester (16 units, 270 hours fieldwork)

Ed Sec 449S Seminar in Secondary Teaching (3)

*Ed Sec 449I Internship in Secondary Teaching (10)

Course in Teaching Performance Assessment Preparation (3)

With the exception of Social Studies and Business Education, courses marked with an asterisk (*) are taken in the academic departments.

PROFESSIONAL DEVELOPMENT DISTRICT MODEL

Reflecting the complex contexts of the secondary classroom and modeling a learning community where learning is interactive and dynamic, Single Subject candidates on are divided into "Professional Development Districts," in which four major strategies are emphasized: preparing prospective teachers; providing professional growth opportunities for secondary school educators and university faculty; and enhancing learning opportunities for 7-12 grade students. This comprehensive structure of collaboration and cooperation between multiple levels of educators provides for a dynamic and interactive learning environment that effectively prepares teachers for a rapidly changing and complex society.



Currently, we enjoy PDD collaborations with Anaheim Union High School District, Fullerton Joint Union High School District, Placentia/ Yorba Linda Unified School District, Orange Unified School District, and Corona/ Norco Unified School District.

REQUIREMENTS FOR ADMISSION TO THE SINGLE SUBJECT CREDENTIAL (LEVEL I) PROGRAM

Applicants to the Single Subject Credential (Level I) Program are required to apply to the University as well as Admission to Teacher Education. Filing deadlines are February 28 (to begin the program the following fall) and September 30 (to begin the program the following spring). An additional fee is required with the application.

Applications for admission into the Single Subject Credential (Level I) Program are evaluated according to the following criteria: subject matter competence, breadth of understanding, professional aptitude and manner; physical and mental fitness, fundamental skills, and personality and character. Evidence in relation to criteria is submitted at the time of application and includes the following:

- Overall grade-point average appropriate to the individual academic department.
- Passage of California Basic Educational Skills Test (CBEST)
- Successful completion of Ed Sec 310, Ed Sec 320 (386), Ed Sec 330 (440R), and Ed Sec 340 (440M).
- A minimum of 80% completion of Single Subject Preparation Program in your content area or the CSET/Praxis/SSAT exam results if approved by your Single Subject Department Advisor. See your advisor.
- Proficiency in oral and written English.
- Recommendations from academic faculty and school personnel.
- Documented field experience in 7-12 classroom or equivalent.
- TB Test and MMR (measles, mumps, rubella) certification. Both tests may be done at CSUF Health Center. Call (714) 278-2813.
- CPR Training Candidates must complete CPR Training offered by
 the American Heart Association (Heart Saver) or the American Red
 Cross. Training must cover infant, child, and adult. Evidence of
 CPR training must be current (within 2 years) and a copy of the
 CPR certificate must be submitted with the credential application.
- The Certificate of Clearance form is completed after notification of acceptance by department and prior to entering the Single Subject Credential Program. This is a special fingerprint form to be completed as specified by the California Commission on Teacher Credentialing in Sacramento.

INTERNSHIP PROGRAM

Students who meet requirements set by the California Commission on Teacher Credentialing and Single Subject Internship Credentialing and Program may enter the Professional Development Track. These students receive an internship credential, which entitles them to teach in a public school while taking their coursework at CSUF in the late afternoons, evenings, or on the weekends. The curriculum of the Internship Program is a multi-semester experience including prerequisites, preservice course work, fieldwork, and student teaching. Students in the Internship Program progress through Ed Sec 400 (Instructional Methods for Secondary Interns) and their first full-time teaching semester of the program as a cohort group, a structure that provides peer support and enhancing opportunity for success. In the second full-time teaching semester as an Intern in the program, they are in cohort groups by subject area.

Internship candidates must complete Ed Sec 400 (Methods for Internship Candidates) prior to enrollment as an Internship candidate in the first semester. This course provides candidates with early instruction on classroom management, lesson planning, and instruction and assessment strategies. This course is only offered during summer and January intersession, and requires candidates to collect numerous materials from their school site and district, including school and district emergency procedures, district content and performance standards, a district testing schedule and academic year calendar, and textbooks. In Ed Sec 400, candidates prepare a Classroom Management Plan and Letter to Parents, first week lesson plans, a semester plan for instruction, bulletin board materials, and an assessment plan.

Internship credential candidates meet as a cohort group in Ed Sec 440S (Foundations of the Secondary School Teaching) and are supervised by the University in Ed Sec 440F (Supervised Fieldwork in Secondary Schools). The two classes are integrated so students realize the interrelationship of pedagogical theory and practice through collaboration with their internship teaching.

The Ed Sec 440S/F experience for candidates in the Professional Track/Internship program differs from that of the traditional Ed Sec 440F/S experience because Internship candidates have all completed the Ed Sec 400. The Ed Sec 440S seminar is held on Monday afternoons instead of Friday mornings. Other differences include a weekly seminar discussion that focuses on successes and challenges interns currently experience; the use of different textbooks; assignments that are more tightly focused on teaching; and visits by fieldwork coordinators during the first ten weeks of the semester.

Candidates who become interns in their second semester are required to have completed all of the entrance requirements and four prerequisites above plus 15-18 units of secondary course work. (Ed Sec 400 is only required for those individuals beginning an Internship immediately-students who become interns in their second semester have a general and subject-specific methods course their first semester in the program- Ed Sec 440S and 442). The application requires master teachers, University supervisors, and principals to certify that they have observed these candidates in classroom teaching and evaluate them as professionally mature and developmentally ready to handle a teaching position with full classroom and school responsibilities. Additionally, the University Subject Matter Program Advisor must recommend the candidate. These evaluations help the University to determine whether candidates' prior experiences and qualifications are likely to provide for the candidate's success.

Internship Credential Program Eligibility Requirements

To be eligible for participation in the first semester University Intern Program credential candidates must have the following items: earned Bachelor's Degree from a regionally accredited college or university; passed the basic skills' proficiency test (CBEST), passed the subject matter competence exam (PRAXIS/SSAT) or completed 80% of a commission-approved Subject Matter Preparation Program (SMPP), completed character and identification clearance (fingerprints), demonstrated knowledge of the United States Constitution, and obtained a University Internship Intern Credential. CSU Fullerton uses the recommendation forms and the autobiography to assess how the candidate's prior experiences and attitudes toward children and schools may affect the candidate's performance in the classroom. Additionally, during prerequisite courses candidates, are required to write their

educational philosophy and to participate 40 plus hours of fieldwork in single subject. These requirements provide excellent information related to the candidate's prior experiences and attitudes toward children and schooling.

Before entering the program each candidate participates in an interview designed to ask about prior experiences and attitudes toward children. All Intern applicant decisions are made in collaboration with the employing school district. CSU Fullerton will not issue an Intern credential without written approval from the district and bargaining unit.

SINGLE SUBJECT CLAD CERTIFICATE

The Single Subject CLAD (Cross-Cultural Language and Academic Development) Certificate is designed for credentialed secondary (7-12 grade) teachers wishing to develop expertise in meeting the needs of linguistically and culturally diverse students. The program is state-approved and does not require taking the California CLAD examinations. The Single Subject CLAD Certificate requires 12-semester units consisting of four courses that must be completed sequentially. A foreign language requirement is also necessary to complete the certificate.

Please note: With the new Single Subject Credential (Level I), CLAD is no longer applicable. Only those candidates who received their credential prior to January 2004 will need to meet CLAD Certificate requirements.

Ed Sec 330 Developing Literacy in Secondary Schools (previously Ed Sec 440R)

Ed Sec 340 Diversity in Secondary Schools (previously Ed Sec 440M)

Ed Sec 410 Teaching English Language Learners in Secondary Schools (previously Ed Sec 540C)

Ed Sec 540D Teaching Strategies for Developing Academic Competence Across the Curriculum

SINGLE SUBJECT CREDENTIAL (LEVEL II)

As of Fall 2003, all candidates are required to complete a Professional Teacher Induction Program through their employing district.

MASTER OF SCIENCE IN EDUCATION SECONDARY EDUCATION CONCENTRATION

This program is designed to help career secondary classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. The concentration allows students to complete up to two courses in their credential or supplementary authorization area.

The graduate program builds upon teacher preparation in the Single Subject Credential Program Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning secondary teacher, the graduate program will allow students to extend their knowledge and deepen their skills in curriculum design, instructional and assessment strategies, integration of technology, and reflection skills.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Conditionally Classified

University requirements include: a baccalaureate from an accredited institution and a grade-point average of at least 2.5 in the last 60 semester units attempted (see "Graduate Regulations' section for complete statement and procedures).

Graduate Standing: Classified

Classified standing is granted after a study plan is developed in consultation with a faculty adviser and approved by the Associate Vice President, Academic Programs (or designee). Students must also meet the following admission requirements.

- 1. An approved major.
- 2. Grade-point average of 3.0 on previous academic and related work.
- 3. Proof of a current secondary teaching credential.
- 4. Current professional resume.
- 5. 500-word statement of purpose outlining your interest in the Secondary Education Master's Program (e.g., any areas of special interest or emphasis you plan to pursue as a graduate student, a brief description of your current teaching position, or anything else that would facilitate an informed decision on your application).
- Two or more letters of recommendation that address your aptitude for graduate study including your teaching skills as well as your academic preparation.

Otherwise well-qualified students may be admitted with limited subject or grade deficiencies, but these deficiencies must be removed. Grade-point average deficiencies may be removed by a demonstration of competency in the graduate program.

Study Plan

Students are required to complete a one-unit prerequisite course that is offered credit/ no credit and does not apply to the graduate study plan. Check with the department office for registration information. The course allows students to identify major issues in secondary schools, develop a program plan and project agenda based on these issues, and set goals for their graduate work. The adviser-approved 30 credit units on the graduate study plan will include the following:

Prerequisite Course (1 unit)

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (3)

Core Courses (15 units)

Ed Sec 504 Advanced Instructional Proficiency in Secondary
Educational Technologies (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Course in Graduate Studies in Secondary Writing (3)*

Concentration Courses (6 units)

Ed Sec 522 Family, Community, and Professional Partnerships (3)

Ed Sec 524 Assessing Student Learning (3)

Electives (6 units)

Electives may be taken in any order after completion of Ed Sec 501, 504, and 506.

Culminating Experience (3 units)

One of the following:

Advanced Studies (includes comprehensive exam) (3)*

OR Ed Sec 594 Research Seminar (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

EMPHASIS IN MIDDLE SCHOOL MATHEMATICS

The concentration in Secondary Education with an Emphasis in Middle School Mathematics is a collaborative effort with the Department of Mathematics and is designed to help career middle school (grades 5-9) mathematics classroom teachers upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles in public and private schools. This emphasis will provide middle school (grades 5-9) math teachers with a deeper knowledge base in mathematics and mathematics education. Mathematics 303A, B Fundamental Concepts of Elementary Mathematics (6 units) or equivalent are required as prerequisites to the program.

Study Plan

Students are required to complete a one-unit prerequisite course. This course is taken credit/no credit (does not apply to units for the degree). Check with the department office for registration information. The adviser- approved 30 units (minimum) on the study plan will include the following:

Prerequisite Course work (7 units)

Ed Sec 501 Introduction to Graduate Studies in Secondary Education (1)

Math 303A/B Fundamental Concepts of Elementary Mathematics (3,3)

Core Course Work (15 units)

Ed Sec 504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Ed Sec 535 Survey of Educational Research (3)

Ed Sec 536 Curriculum Theory and Development (3)

Ed Sec 591 Professional Seminar in Secondary Teaching (3)

Course in Graduate Studies in Secondary Writing (3)*

Emphasis Courses (12 units)

Ed Sec 530 Graduate Studies in Mathematics Education (3)

Math 403A Concepts of Middle School Mathematics (3)

Math 403B Concepts of Middle School Mathematics (3)

Math Ed 530 Teaching Problem Solving in Middle School Mathematics (3)

Culminating Experience (3 units)

One of the following:

Advanced Studies (includes comprehensive exam) (3)*

OR Ed Sec 594 Research Seminar (3)

OR Ed Sec 597 Project (3)

OR Ed Sec 598 Thesis (3)

^{*}Please contact the Secondary Education Department office for current registration information.

SECONDARY EDUCATION COURSES

Courses are designated as EDSC in the class schedule.

110 The Teaching Experience: Exploration (2-3)

Exploration of one's self in relation to other people in the schools and an encounter with the teaching experience through fieldwork. Accompanying seminar to help students extend their observations and explore relevant issues. (2 hours fieldwork, 2 hours seminar) Credit/No credit only. (Same as Special Education and Elementary Education 110)

310 The Teaching Experience: Participation (3)

History, philosophy, and sociology of secondary education. Introduction to California Teaching Performance Expectations and Assessment; needs of special populations, English learners, and struggling readers; content standards; and major curriculum reform documents. Includes 40-hour practicum on specific course requirements. May be repeated with consent of instructor. Credit/No credit. A, B or better is required to receive a grade of credit.

320 Adolescence and Education (3) (Formerly 386)

Prerequisite: completion of General Education Category III.C.1 The biological, cognitive, and sociocultural development of adolescents. Exploration of the contexts of adolescent development, including family, peers, school, work, and leisure. Health and safety issues of adolescents.

330 Developing Literacy in Secondary Schools (3) (Formerly 440R)

Prerequisite: Ed Sec 310. Strategies for developing content-based reading/writing abilities, comprehension skills, and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Development of materials to be utilized during Ed Sec 440F fieldwork.

340 Diversity in Secondary Schools (3) (Formerly 440M)

Prerequisite: Ed Sec 310. Knowledge and skills for teaching special populations. Principles of educational equity and diversity. Strategies for providing students equitable access to the core curriculum. Exploration of how teaching is shaped by diversity in California society. Analysis of personal and institutional bias.

400 Instruction Methods for Secondary Internship Candidates (3)

Methodology course for departmental teaching required for first semester internship candidates before beginning first semester of credential program. Meets the methodology requirement for holders of Multiple Subject Credential seeking a Single Subject Credential. Two hours lecture and 30-hour fieldwork experience.

404 Personal Proficiency in Educational Technology for Secondary Teachers (3)

Prerequisite: Ed Sec 310. Development of personal proficiency in educational technologies to facilitate the teaching process. Training in computer hardware and software terminology; spreadsheets, word processing, publication, and presentation applications; Internet search and retrieval; information literacy; electronic communication and awareness of legal and ethical issues. Meets the state requirement for Single Subject Preliminary Credential except Social Studies. (Same as Spec Ed 404)

407 Personal Proficiency in Educational Technologies for Social Science Teachers (3)

Prerequisite: Ed Sec 310. Provides the social studies teacher with skills to utilize computer technology. Covers social studies applications in word processing, spreadsheet, database, simulations, graphics, modems and laser disc interfaces Meets state computer requirements for the Social Studies Single Subject preliminary credential.

410 Teaching English Learners in Secondary Schools (3) (Formerly 540C)

Prerequisite: Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Materials, methods and strategies for teaching English learners in secondary schools. Principles of second language acquisition. State and federal laws pertaining to the education of English learners.

440F Supervised Fieldwork in Secondary Schools (3)

Prerequisite: admission to the Single Subject Credential Program. Concurrent enrollment in Ed Sec 440S. Ten-week practicum (120 hours, Monday - Thursday) in observation and participation in secondary schools. Use of materials developed in Ed Sec 330. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit.

440S General Pedagogy of Secondary School Teaching (4)

Prerequisites: admission to Single Subject Credential Program and Ed Sec 340. Concurrent enrollment in Ed Sec 440F. Interrelationship of pedagogical theory and practice, presented in collaboration with local districts. Classroom management, instructional planning, assessment of student learning, engaging all students, and teacher professionalism. Must be taken Credit/ No Credit. A, B or better is required to receive a grade of credit.

442 Teaching in the Secondary School (3)

Prerequisite: admission to Single Subject Credential Program.

Concurrent enrollment in Ed Sec 449E. Strategies and techniques for teaching a specified subject in the secondary school. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit.

Art Ed 442 Teaching Art in the Secondary School
Ed Sec 442 Teaching Business in the Secondary School
Ed Sec 442S Teaching Social Science in the Secondary School
English Ed 442 Teaching English in the Secondary School

For Lang Ed 442 Teaching Foreign Languages in the Secondary School

Kinesiology 442 Teaching Physical Education in the Secondary School

Math Ed 442 Teaching Mathematics in the Secondary School

Music Ed 442 Principles and Methods of Teaching Music in the

Public Schools

Science Ed 442 Teaching Science in the Secondary School Speech Ed 442 Teaching Speech in the Secondary School Theatre Ed 442 Teaching Theatre in the Secondary School

449E Externship in Secondary Teaching (3)

Prerequisite: admission to Single Subject Credential Program. Concurrent enrollment in Ed Sec 442. Eight-week practicum (120 hours, Monday - Friday) in co-teaching in secondary schools. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit. Students sign up for the appropriate departmental offering from the following: Art Ed 449E, Ed Sec 449E, Engl Ed 449E, For Lang Ed 449E, Kinesiology 449E, Math Ed 449E, Mu Ed 449E, Sci Ed 449E, Speech Ed 442 Teaching Speech in the Secondary School, or Theater Ed 449E.

449I Internship in Secondary Teaching (10)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449S. Eighteen-week practicum (270 hours, M-F) in full-time student teaching in a specific single subject in a secondary school. Must be taken Credit/No Credit. A, B or better is required to receive a grade of credit. Departmental course offerings are: Art Ed 449I, Ed Sec 449I, Engl Ed 449I, For Lang Ed 449I, Kinesiology 449I, Math Ed 449I, Mu Ed 449I, Sci Ed 449I, Speech Ed 442 Teaching Speech in the Secondary School, or Theatre Ed 449I

449S Seminar in Secondary Teaching (3)

Prerequisite: successful completion of Ed Sec 440S, 440F, 442, and 449E. Concurrent enrollment in Ed Sec 449I. Seminar in student teaching in a single subject in secondary schools. Taken Credit/No Credit. A, B or better is required to receive a grade of credit.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, approval of instructor and department. Conduct an individual investigation under supervision of a faculty member; investigation might be an experiment, a library study, or a creative project; only students of demonstrated capacity and maturity will be approved; adequate prerequisite study necessary.

501 Introduction to Graduate Studies in Secondary Education (1)

A prerequisite to the MSE in Secondary Education designed to prepare entering graduate students to develop their study plan and identify pressing issues in secondary education. Students must have capacity for electronic communication, including e-mail, attachments and web courseware. May be taken before or during the first semester.

504 Advanced Instructional Proficiency in Secondary Educational Technologies (3)

Prerequisite: Ed Sec 404 or equivalent; candidate must be in second semester of the program or have completed a preliminary single subject credential program and be currently teaching. Theoretical basis and strategies for improving teaching and learning in secondary school classrooms through multimedia technologies. Emphasis on the utilization of technology for curricular, instructional, and assessment purposes to support all students in learning. Meets the Professional Teacher Induction Program Technology standard.

522 Family, Community, and Professional Partnerships (3)

This course examines effective teaching practices in working with diverse student populations so as to promote equal learning opportunities. Overview of successful community collaboration with service providers, business leaders, policy makers, and parents. Addresses complex diversity of families and teaching situations. Stresses importance of partnerships with professional agencies concerned with adolescents.

Prerequisite/co-requisite: Ed Sec 535 Methods of assessing and evaluating student academic achievement in the secondary schools. Improving student performance and aligning assessment with goals and learner characteristics. Designing instruments and focusing on assessment strategies that promote equal learning opportunities.

530 Graduate Studies in Mathematics Education (3)

Seminar to explore research that focuses on teaching and learning mathematics in the middle grades, criteria for improving mathematics programs, and critique of current mathematics curricula. Students will analyze research in light of their developing knowledge and teaching experiences.

535 Survey of Educational Research (3) (Formerly 510)

Introduces students to the major forms of both quantitative and qualitative research used in education. Students will learn how to select an appropriate research method and the characteristics of sound research. Emphasis will be placed on making reasoned judgments as consumers of research as well as selecting appropriate information collection strategies.

536 Curriculum Theory and Development (3)

The secondary school curriculum including the forces operating on the curriculum and the participants involved in middle and high school curriculum building. The process of curriculum building.

540 Graduate Studies in Teaching English Learners (3) (Formerly 540D)

Prerequisite: Ed Sec 410. Students must be in their second semester of student teaching or have completed preliminary credential requirements. Final course required for CLAD Certificate. Includes methodology of English language development and content instruction for English learners, strategies for specially-designed academic instruction in English. Focuses on research and policy implications.

550 Instructional Strategies (3)

Prerequisite: baccalaureate degree or consent of instructor. A general course in pedagogy designed for students whose professional work involves instructional responsibilities. General teaching strategies courses design, instruction planning, and student evaluation are emphasized.

591 Professional Seminar in Secondary Teaching (3)

Prerequisite: Graduate standing and consent of graduate adviser. Introduction to requirements for National Board certification; focus on development of Portfolio entries and analysis of candidate's teaching (self, peer, and instructor) with respect to models of teaching and teachers' work; review of research related to professional teaching standards.

594 Project Seminar (3)

Prerequisite: Ed Sec 535. The preparation, evaluation, development, and presentation of curriculum research projects culminating in a graduate project. Individuals and groups will participate in critiquing proposals, curriculum projects and research results.

597 Project (1-3)

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisites: Ed Sec 535 and consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a thesis.

599 Independent Graduate Research in Secondary Education (1-3)

Prerequisites: consent of instructor or graduate adviser. Individual research with conferences with the instructor.

INTRODUCTION

Sociology is the systematic and scientific study of society and social behavior. The sociologist looks beyond individual and unique events to the predictable broad patterns and regular occurrences of social life that influence individuals. Studies range from the profound impact of post industrial societies on family life, crime, mass communications, gender, race, ethnicity, and intergenerational relations to the study of emotions and the values that govern daily social encounters.

The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, urban and environmental planning, public relations, personnel, criminal justice, counseling and other service professions. The Bachelor of Arts in Sociology will also prepare a student for advanced studies in several areas including sociology, social welfare, environmental studies, education, public health and urban planning.

Sociological Internships

The internship course, Sociology 495, offers the opportunity for students to participate in supervised field activities. The internship permits students to apply their relevant sociological knowledge to meet challenges of a practical setting. Each course can be used to earn three units of credit for such experiences. Students must make arrangements with the Internship Coordinator one semester prior to enrollment in the course. The course may be repeated for a maximum of six units credit.

Independent Studies

The independent study course, Sociology 499, allows students to expand upon their special interests in the field of sociology. Independent studies are usually in areas not covered by the normal course offerings of the department and consists of individual research projects. Research projects may also include library research or actual field research. Enrollment in the course requires that students meet regularly with their faculty supervisors. One to three units of credit may be earned. (Forty hours of fieldwork is required for every unit of credit.) The course may be repeated for a maximum of nine units credit.

Note: Students may apply a maximum of nine units of internship and independent study combined, toward the major.

Credential Information

The bachelor's degree in Sociology may be effectively combined with subject matter necessary for the multiple subject teaching credential (K-8). Undergraduates are encouraged to work with the Center for Careers in Teaching (714-278-7130) as early as possible in their academic careers to plan efficient course selections for general education, the major and electives. With careful planning, it may be possible to enter the credential program in the senior year of the bachelor's degree. Postgraduate students should contact the Teacher Education Office in the School of Education at 714-278-3411 to obtain information on attending an overview presentation.

International Learning Opportunities in Sociology

Majors in sociology will find an increasing emphasis on cross-national perspectives woven throughout most of the course work available within the department. Sociology is rapidly becoming international in both scope and content. Sociology majors are encouraged to explore international educational opportunities, either through the CSU international programs, through CSUF's own exchange program or through any one of the numerous other international programs offered by academic institutions throughout the United States. The Department of Sociology will cooperate fully in providing academic credit in sociology for such experiences where appropriate.

DEPARTMENT CHAIR

John Bedell

DEPARTMENT OFFICE

Humanities 730M

DEPARTMENT WEBSITE

http://hss.fullerton.edu/Sociology

PROGRAMS OFFERED

Bachelor of Arts in Sociology

Minor in Sociology

Master of Arts in Sociology

Emphasis in Gerontology

Emphasis in Applied Social Research

FACULTY

Takenori Aso, John Bedell, Tony Bell,
Dennis Berg, Alan Emery, Helaine Feingold,
Rosalie Gilford, Ronald Hughes, Hilla Israely,
Perry Jacobson, G. Nanjundappa, Rae Newton,
Myron Orleans, Michael Perez, Houshang
Poorkaj, Lorraine Prinsky, Gerald Rosen,
C. Michael Stuart, Clarence Tygart, Joseph
Weber, Troy Zimmer

ADVISERS

Please contact the department office for office hours of the undergraduate and graduate adviser at (714) 278-3531.

BACHELOR OF ARTS IN SOCIOLOGY

The B.A. in Sociology requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

For the major, students are required to complete a minimum of 36 units of course work in sociology. Included within the 36 units are 15 units of courses required of all majors and 21 units of adviser-approved electives tailored to each student's career objectives. Sociology 101 Introduction to Sociology is a required prerequisite for all sociology courses. It is recommended that Sociology 302 Social Research Methods must be completed before other upper-division Sociology courses are undertaken. At least 27 units must be upper-division. A total of nine adviser-approved units may be transferred from a community college.

In addition to the minimum of 36 units, students must satisfy the three-unit writing requirement. All courses counting toward the major must be taken for a letter grade. Students under Fall 1991 and later catalogs must pass required courses and the writing requirement with a grade of C or better.

Required Courses (15 units)

Sociology 101 Introduction to Sociology (3)

Sociology 301 Theories of Social Behavior (3)

Sociology 302 Social Research Methods (3)

Sociology 303 Statistics for the Social Sciences (3)

Sociology 309 Computers in Sociology (3)

Upper Division Writing Requirement (3 units)

Choose one of the following:

Sociology 308 Writing for Sociology Students (3)

English 301 Advanced College Writing (3)

English 360 Scientific and Technical Report Writing (3)

English 365 Legal Writing (3)

Service-Learning Requirement

All Sociology majors are required to complete a service-learning requirement in one of their sociology courses. Many sociology classes offer assignments with a service-learning component and these are noted in the schedule of classes offered each semester. In these, the student performs some service to a community agency that is integrated with course work. Students are expected to meet the needs of the community organization while they learn from their service experience and enhance their learning in eth course. Please see your departmental adviser if assistance is needed in finding a class with service-learning.

Electives (21 units)

Students are to select a minimum of 21 units of elective course work in sociology consistent with their career objectives.

Concentration Options

As part of the 21 units in elective courses, sociology majors have the option of selecting one of the following concentrations in consultation with a faculty member. A concentration consists of twelve units selected from the courses listed within each concentration below. Students must take the required course (or one of the required courses) as one of the four courses.

Students choosing the option of a concentration must complete a capstone experience. Students will choose and complete this project under the mentorship of any faculty member who is willing to be a mentor. The capstone experience itself must be arranged with the mentor ahead of time and before beginning the capstone experience. The capstone experience may include, but is not limited to, a research project, fieldwork culminating in a written or oral presentation and/or other appropriate assignments. The written portion of the capstone experience shall include a combination of both sociological conceptual schemes as well as empirical findings.

FAMILY CONCENTRATION

Required Course (3 units)

Sociology 351 Sociology of Families (3)

Electives (9 units)

Choose nine units from the following:

Sociology 353 Sociology of Childhood (3)

Sociology 354 Sex Roles and Gender (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 385 Family Violence (3)

Sociology 459 Sociology of Marital Dissolution (3)

Sociology 495 Internship (3)

GERONTOLOGY CONCENTRATION

Required Course (3 units)

Sociology 133 Introduction to Gerontology (3)

Electives (9 units)

Choose nine units from the following:

Sociology 333 Sociology of Aging (3)

Sociology 351 Sociology of Families (3)

Sociology 360 Sociology of Death and Dying (3)

Sociology 433 Aging and Social Services (3)

Sociology 495 Sociological Internship (3)

SOCIAL WORK CONCENTRATION

Required Course (3 units)

Sociology 305 Social Work Practice (3)

Electives (9 units)

Choose nine units from the following:

Sociology 300 Social Work (3)

Sociology 333 Sociology of Aging (3)

Sociology 385 Family Violence (3)

Sociology 408 Sexual Abuse in American Society (3)

Sociology 416 Sociology of Alcoholism (4)

Sociology 459 Sociology of Marital Dissolution (3)

Sociology 495 Sociological Internship (3)

EDUCATION CONCENTRATION

Required Course (3 units)

Sociology 352 Sociology of Education (3)

Electives (9 units)

Choose nine units from the following: 100 to -000 payorgan-1847/bA

Sociology 341 Social Interaction (3)

Sociology 350 Social Relations and Emotions (3)

Sociology 351 Sociology of Families (3)

Sociology 353 Sociology of Childhood (3)

Sociology 413 Juvenile Delinquency (3)

Sociology 495 Sociological Internship (3)

CONCENTRATION IN SOCIOLOGY OF DEVIANCE AND SOCIAL PROBLEMS

Required Course(s) (3-6 units)

Sociology 411 Criminology (3)

AND/OR Sociology 413 Juvenile Delinquency (3)

Electives (6-9 units)

Choose 6-9 units of the following:

Sociology 365 Law and Society (3)

Sociology 385 Family Violence (3)

Sociology 408 Sexual Abuse in American Society (3)

Sociology 415 Sociology of Corrections (3)

Sociology 466 Deviant Behavior (3)

Sociology 495 Sociological Internship (3)

SOCIOLOGY OF CLASS, RACE AND GENDER

Required Course(s) (3-9 units)

Take at least one of the following:

Sociology 354 Sex Roles and Gender (3)

Electives (3-9 units)

Choose 3-9 units from the following:

Sociology 333 Sociology of Aging (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 381 Sociology of Human Sexuality (3)

Sociology 495 Sociological Internship (3)

MINOR IN SOCIOLOGY

Required Courses (9 units)

Sociology 101 Introduction to Sociology (3)

Sociology 301 Theories of Social Behavior (3)

Sociology 302 Social Research Methods (3)

Elective Courses (12 units)

Students select 12 units of upper-division course work in sociology.

MASTER OF ARTS IN SOCIOLOGY

The Sociology Department accepts graduate students in the fall and spring semesters of each academic year. Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

The program for this degree provides advanced study in general sociology. It offers an opportunity to broaden one's knowledge of society, to strengthen skills of sociological analysis and to do research in depth in an area of particular interest. It may be used as preparation for study toward the doctorate in sociology, for community college teaching, participation in research or for a variety of positions in business and industry, corrections, the community or government.

The 30-unit program is composed of a 12-unit core course sequence that all students must complete. Depending on options chosen by the student, the core course sequence is augmented with

requirements for the special emphasis and electives to total 30 units. The Master of Arts program is designed to facilitate close contact between students and faculty, to encourage students to accept a role in the selection of course offerings, and to participate in areas of departmental decision making.



Prerequisites

Students must meet the university requirements for admission to graduate standing. Please see the "Graduate Regulations" section of this catalog for policies and procedures on admission of graduate students.

In order to be accepted as a sociology graduate student, the applicant must have a grade-point average of 2.75 or better in the most recent 60 units of college work and a grade-point average of 3.0 (B) or better for all work in sociology. A minimum of 18 upper-division units in sociology is required, including the following courses or their equivalents:

Sociology 301 Theories of Social Behavior (3)

Sociology 302 Social Research Methods (3)

Sociology 303 Statistics for the Social Sciences (3)

Courses in methods, statistics and theory must have been completed within the last five years prior to application. Two letters of reference attesting to the applicant's academic potential must be sent to the graduate coordinator.

Students will be accepted as conditionally classified sociology majors with either course or GPA deficiencies. Deficiencies must be corrected within one year of admission to the program.

Students will be classified upon the fulfillment of the above prerequisites, and after an approved study plan has been developed, in consultation with the Graduate Committee.

Study Plan

The study plan for the degree must be completed with a minimum grade-point average of 3.0 with no course grades below C. The study plan is approved by the student's adviser and includes the following:

Core Course Sequence - All Students (12 units)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Note: Sociology 502A and 581 are designed to be taken during the first semester of graduate studies. Sociology 502A meets the University Graduate Writing Requirement.

Electives (12-15 units)

Electives to be chosen from the following categories consistent with each student's goals, subject to approval by the graduate adviser and limited by the maximum number of units set for each category.

500-level graduate seminars (maximum15 units)

400-level Sociology courses (maximum6 units)

Sociology 596 Community College Symposium (3)

OR Sociology 597 Project: Agency Placement (3)

(maximum 6 units any combination of Sociology 596 or 597)

Sociology 599 Independent Graduate Research (1-3)

Note: Maximum of nine units of any combination of Sociology 596, 597, or 599 allowed on the study plan.

Thesis/Project/Comprehensive Exam (3 units)

Sociology 598 Thesis (3) plus Thesis Writing Course (3)

OR Sociology 597 Project: Agency Placement (3)

OR Sociology 599 Independent Graduate Research plus
Comprehensive exam (3)

It is highly recommended that students planning on doctoral studies complete the thesis option.

For further information, consult the graduate program adviser.

EMPHASIS IN GERONTOLOGY

This emphasis within the M.A. in Sociology prepares students for careers as planners, policy makers, service providers, administrators, and researchers who work in business, industry, government offices and community programs with or on behalf of the elderly.

Study Plan

The study plan for the degree must be approved by the Gerontology adviser and must include the following:

Core Course Sequence (12 units)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Gerontology Sequence (12 units)

Two Gerontology-related 400-level Sociology courses (6)

AND Sociology 597 Project: Agency Placement (6)

Note: A one-year placement in a gerontology- related organization or organizations (6 units) culminates in an extensive review of activities within these organizations that integrate these activities with sociological and gerontological theory.

Electives (6 units)

Adviser-approved 400- or 500-level courses in Sociology or related fields.

EMPHASIS IN APPLIED SOCIAL RESEARCH

This emphasis within the M.A. in Sociology prepares students for research analyst positions in business firms, government agencies, educational institutions and medical institutions.

Study Plan

The study plan for the degree must be approved by the Applied Research adviser and must include the following:

Core Course Sequence (12 units)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology 502A The Research Process (3)

Sociology 502B The Research Process (3)

Sociology 581 Advanced Theories of Social Behavior (3)

Applied Research Sequence (12 units)

Sociology 501T Seminar: Topics in Societal Structure and Process (3)

Sociology seminar course covering the structure of social research (3)

AND Sociology 597 Project: Agency Placement (6)

Note: A one-year placement in a research setting or settings (6 units) culminates in an applied research paper, similar to a thesis, but with an applied as opposed to a theoretical approach.

Electives (6 units)

Adviser-approved 400- or 500-level courses in Sociology or related fields.

SOCIOLOGY COURSES

Courses are designated as SOCI in the class schedule.

101 Introduction to Sociology (3)

The basic concepts of sociology: includes social interaction, culture, personality, social processes, population, social class, the community, social institutions and sociocultural change. (CAN SOC 2)

133 Introduction to Gerontology (3)

Prerequisite: completion of the General Education Category III.C.1. Multidisciplinary overview of characteristics, strengths, and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice.

300 Social Work (3)

Prerequisite: Sociology 101. History, philosophy, values of social work profession, fields of practice (casework, group work, macro practice); theories of human behavior in social environments. Social work as career objective and qualifications necessary. Recommended for students considering careers in human services, social work, social policy development.

301 Theories of Social Behavior (3)

Prerequisite: Sociology 101 or consent of instructor. The main schools of sociological thought, both European and American. Systems of theory, methodology of theorists, cultural change and social institutions.

302 Social Research Methods (3)

Prerequisite: Sociology 101 or consent of instructor. Topics include: research design, methods of gathering data, the role of theory in research, sampling methods and problems, data processing and analysis.

303 Statistics for the Social Sciences (3)

Prerequisites: Sociology 101 and Mathematics 110 or equivalent or consent of instructor. The techniques for the elementary statistical analysis of social data. Description and inferential measures include tests, chi-square, analysis of variance, contingency table analysis and linear regression.

304 The Black Family (3)

(Same as AFRO 304)

305 Social Work Practice (3)

Prerequisites: Sociology 101 and 300. Theories, methods, principles, ethics, fields of social work practice. Generalist model; micro (individual), mezzo (group), macro (organization, community, advocacy, case management) levels of intervention. Recommended for students considering careers in human services, counseling, social work or social policy development. Methods and theories underlying social work practice.

306 Applying Sociology in the Community (3)

Prerequisite: Sociology 101. Combines service to the community with discussion and analysis of selected social problems and community issues. As a service-learning class, Sociology 306 requires approximately 40 hours per semester of community service, in addition to weekly class meetings.

308 Writing for Sociology Students (3)

Prerequisite: Sociology 101 or consent of instructor. Composition, sources of information and sociological writing for different audiences. Satisfies the classroom portion of the upper-division writing requirement for sociology majors. Instructional fee.

309 Computers in Sociology (3)

Prerequisite: Sociology 101 or consent of instructor. Introduction to computer applications in Sociology. Training in use of CSUF mainframe computers, software and microcomputers. Topics include: survey analysis with SPSS; constructing and editing data files and word processing.

333 Sociology of Aging (3)

Prerequisite: Sociology 101 or consent of instructor. Analysis of population age structure; theories of aging; aging in family, economic, political, religious, educational, leisure/esthetic institutions, aging and ethnicity, social policy and the future of aging.

341 Social Interaction (3)

Prerequisite: Sociology 101 or consent of instructor. The social and sociopsychological dimensions of group behavior and the socialization of the individual. Social interaction and its impact on the individual and personality formation.

345 Sociology of Communication (3)

Prerequisite: Sociology 101 or consent of instructor. The social processes involved in communicating with symbols-verbal, visual and "body-language" – in interpersonal settings and the mass media.

348 Collective Behavior (3)

Prerequisite: Sociology 101 or consent of instructor. Characteristics of crowds, mobs, publics. Analysis of social movements and revolutions, their relation to social unrest and their role in developing and changing social organization.

350 Social Relationships and Emotions (3)

Prerequisite: Sociology 101 or consent of instructor. Consideration of social relationships emphasizing emotional bonds as the primary integrating force, including interactions between emotions and or relationships.

351 Sociology of Families (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. The family as a social institution. Historical and cross-cultural perspectives; social change affecting marriage and the family; analysis of American courtship and marriage patterns; the psychodynamics of family life.

352 The Sociology of Education (3)

Prerequisites: Sociology 101 completion the General Education
Category III.C.1. Education as a social institution and agent of socialization. Dynamic interplay with economic, political, religious, family institutions, and community. Gender, race, and class inequality in education. Cross national perspectives on education and related social problems and social policy.

353 Sociology of Childhood (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. Historical, cross-natural, and contemporary views of children and youth in society; childhood socialization and the effects of the family, school, peers, gender roles, the media community, and technology; social problems of children and youth; recommendations for social policy.

354 Sex Roles and Gender (Formerly 450) (3)

Prerequisite: Sociology 101 or consent of instructor. The effect of traditional and nontraditional sexual stereotypes on attitudes and behavior within the family, the educational system, the economic system and the legal system.

355 Women in Contemporary Society (Formerly 407) (3)

Prerequisite: Sociology 101 or consent of instructor. Women in American society. Sex role socialization, sexism in institutions, labor force participation, female health and sexuality.

356 Social Inequality (3)

Prerequisites: Sociology 101 and completion the General Education Category III.C.1. This course explores the development, patterns, structures, and consequences of social inequality, with emphasis on social class, race, ethnicity, gender, and sexuality in the U.S. Dynamics of resistance and social change are also discussed.

357 Minority Group Relations (Formerly 431) (3)

Prerequisite: Sociology 101 or consent of instructor. Examines the development and current conditions of minority/majority relations through study of social, political and economic causes and consequences of prejudice and discrimination. Evolutionary and revolutionary movements for change will be studied.

360 Sociology of Death and Dying (Formerly 460) (3)

Prerequisite: Sociology 101 or consent of instructor. Dying as a social process; functions of bereavement behavior; the grief process; fear of death and dying; death related rituals, demographic aspects of mortality; American death acceptance-denial controversy.

361 Population and the Environment (3)

Prerequisite: Sociology 101 or consent of instructor. Population composition, growth and movement. Social factors affecting birth rates, death rates and migration. Environmental and resource base implications of population growth, urbanization and migration. The role of the economy, poverty, gender and development on population dynamics also discussed.

365 Law and Society (Formerly 465) (3)

Prerequisite: Sociology 101 or consent of instructor. Examines the relationship between a society and its laws using sociological theory and major concepts. Includes analysis of court process, legal professions, and related social institutions.

371 Sociology of City Life (3)

Prerequisite: Sociology 101 or consent of instructor. The population and ecology, patterns of growth, institutions, characteristic social interaction, values and problems of the urban community.

381 Sociology of Human Sexuality (3)

Prerequisite: Sociology 101 or consent of instructor. Study of the sociological aspects of human sexuality, socio-historical and comparative perspectives; relationships of sexual interaction to life cycle, gender, race, class and power.

385 Family Violence (3)

Prerequisite: Sociology 101 or consent of instructor. For those interested in contemporary issues of family violence: victims, perpetrators and societal responses. Explores causes, intervention and prevention of all types of abuse-child, sibling, spouse, parent and elder-through the examination of theories, research findings and practical field

408 Sexual Abuse in American Society (3)

Prerequisites: Sociology 101, 466 or consent of instructor.

Sociological examination of sexual abuse in contemporary society, specifically patterns of forcible rape and child sexual victimization.

Presentation of theories and research findings regarding causes, consequences and other dynamics of sexual victimization, including responses of social groups to such victimization.

411 Criminology (3)

Prerequisite: Sociology 101 or consent of instructor. The extent, causes and control of criminal behavior. The criminal law, causal factors and theories, correctional institutions, probation and parole, and preventive efforts.

413 Juvenile Delinquency (3)

Prerequisite: Sociology 101 or consent of instructor. Juvenile delinquency as a social problem. Sociological study of the causes of delinquent behavior, and programs of control, treatment and prevention.

415 Sociology of Corrections (3)

Prerequisite: Sociology 101, 411 or 413, or consent of instructor. Current problems and programs in probation, parole and correctional institutions. For students planning careers in corrections.

416 Sociology of Alcoholism (4)

Prerequisite: Sociology 101 or consent of instructor. Sociological analysis of alcoholism. The socio-emotional causes and consequences of this type of drug addiction. (3 hours seminar; 2 hours activity)

433 Aging and Social Services (3) when a golobod and find 2008

Prerequisite: Sociology 333 or consent of instructor. Sociological analysis of social problems of aging with special emphasis on strategies of intervention and barriers to service utilization. Critical examination of community service delivery systems. Review of career opportunities and qualifications required.

455 Medical Sociology (3) (5) attrabute vgolotope tol griffin 805

Prerequisites: Sociology 101 and upper-division standing. This course is designed to provide the student with a comprehensive sociological perspective for interpreting medicine and medical behavior. In a multifaceted approach, disease processes as they affect the individual and others in his environment, health practice and petitioners, health institutions and the cost and service of health services will be considered.

458 Sociology of Religious Behavior (3)

Prerequisite: Sociology 101 or consent of instructor. Religious behavior examined by social science theories. Religious rituals/ beliefs to cope with anxiety and powerlessness before natural forces and social structures and processes. Religion's contributions to individual identity, societal order and change. (Same as Religious Studies 458)

459 The Sociology of Marital Dissolution (3)

Prerequisite: Sociology 101 or consent of instructor. The social-psychological causes and consequences of voluntary marital dissolution (separation, divorce). Topics include: the erosion of attachment, personal identity changes, changing and new relationships with others, starting over, dating again, sexuality changes, loneliness, anxieties.

463 Political Sociology (3)

Prerequisite: Sociology 101. Theoretical perspectives; nature of power and authority; social structure and political institutions; elites and decision making; social influences on political behavior; political movements.

466 Deviant Behavior (3)

Prerequisite: Sociology 101. This course explores the social construction, nature and patterns of deviance. Topics include theories of deviance, research on deviance, types of deviance, constructing deviance, deviant identity, relations among deviants, deviant acts, and deviant careers.

467 Sociology of Sport (3)

Prerequisite: Sociology 101. Examines the nature, position, functions, and growing importance of sports in contemporary industrial society. Particular emphasis given to the relationships between structure, variety, and extent of sports activity and other institutional sectors in society.

473 Formal Organizations (3)

Prerequisite: Sociology 101 or equivalent. Sociological analysis of formal organizations (industrial, governmental, welfare, military, medical, educational, correctional, etc.) as systems of social interaction. Includes such topics as blueprinted vs. informal organization, structure, authority, decision-making, role conflicts, communication and morals.

495 Sociological Internship (3)

Prerequisite: Sociology 101 or consent of instructor. Supervised field experience permitting application of relevant sociological material in practical settings. Requires 120 hours in the field.

499 Independent Study (1-3)

Prerequisites: Sociology 101, at least 12 units of sociology and consent of instructor. An individual research project, either library or field. The student must enroll with an instructor whose recognized interests are in the area of the planned independent study. Conferences with the instructor as necessary and the work culminated in one or more papers. May be repeated for credit.

501T Seminar: Topics in Societal Structure and Process (3)

Prerequisite: consent of instructor. Analysis of a specialization within the study of society such as: socialization and personality; deviance; social change; institutional structure and process. May be repeated for credit.

502A The Research Process (3)

Requires the completion of a research project including such elements as theory construction, hypotheses formation, sampling, survey construction, data collection and data analysis. Meets the University Graduate Writing Requirement. Instructional fee.

502B The Research Process (3)

Prerequisite: Sociology 502A. Problems of social research. Causal inferences, value bias and measurement, construction of scales.

Instructional fee.

503 Aging and Public Policy (3)

(Same as Gerontology 503)

581 Advanced Theories of Social Behavior (3)

Prerequisite: Sociology 301 or equivalent or consent of instructor. Basic elements and key problems in constructing and evaluating sociological theories.

596 Community College Symposium (3-6)

Prerequisite: consent of adviser. Introductory sociology, social problems and marriage and family; teaching preparation. Includes oral exam.

597 Project: Agency Placement (3-6)

Prerequisite: consent of adviser. Twenty hours per week for one semester or 10 hours per week for two semesters. Choice limited by availability of positions which meet the level of supervision and training for which credit may be given. Includes an oral exam conducted by a master's committee.

598 Thesis (3)

Prerequisites: acceptance as a candidate for the Master of Arts in Sociology, and approval of topic. Individual research under supervision, reported in a thesis, and defended successfully in an oral examination conducted by a faculty committee.

599 Independent Graduate Research (1-3)

Prerequisite: consent of graduate adviser and instructor. Individual research on a library or empirical project, with conferences with instructor as necessary, culminating in one or more papers. May be repeated for credit.

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SCHOOL OF EDUCATION

L.Y. (Mickey) Hollis (Acting)

SPECIAL EDUCATION DEPARTMENT CHAIR

ASSOCIATE DEAN

Belinda Karge

DEPARTMENT OFFICE

Education Classroom 190

DEPARTMENT WEBSITE

http://hdcs.fullerton.edu/sped/home.html

PROGRAMS OFFERED

Master of Science in Education

Concentration in Special Education
Education Specialist Credentials
Mild/Moderate Disabilities
Moderate/Severe Disabilities
Early Childhood Special Education
Certificates of Competency
Resource Specialist
Early Childhood Special Education

FACULTY

Stephen Aloia, Doreen Ferko, Barbara Glaeser, Belinda Karge, Joan Levine, Robert Ortiz, Melinda Pierson, Judy Smith, Judy Sylva, Jan Weiner

INTRODUCTION

The Department of Special Education at California State University, Fullerton provides exemplary training for special education candidates, general education teachers clearing their preliminary credentials, and persons interested in improving techniques to work with at-risk children. The faculty in the Department of Special Education are nationally recognized for their contributions in the field of Special Education. Combined teaching experience represents more than 70 years of classroom contributions. Credential programs in Mild/Moderate Disabilities, Moderate/Severe Disabilities and Early Childhood Special Education are available. Additionally, certification programs are available for Resource Specialist and Early Childhood Special Education.

Candidates can earn a master's degree in any of the above areas. The Department of Special Education provides a program that is nationally accredited (NCATE) in addition to meeting the Commission on Teacher Credentialing (CTC) requirements. The Department takes pride in meeting most of the Council for Exceptional Children (CEC) recommended program standards.

The department offers full and part-time programs designed to accommodate students who have full-time employment, family responsibilities or wish to resume their university studies leisurely.

The Department of Special Education has moved in the direction of competency (performance-based) program outcomes and is strongly committed to a conceptual knowledge and skill based framework soundly integrated with the philosophies of the university, school, and division.

The University Mission, School Philosophy and Department theme emphasize the active, social nature of learning, the interconnections among ways of learning, the dispositions of inquiry, and the relationship to the larger diverse society. The refined mission and marks indicate the department is both substantive and technical, theoretical and practical, realistic and entrepreneurial.

CONCEPTUAL FRAMEWORK

University

Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. The inherent purpose of the University is to extend, refine, and diffuse knowledge.

Students

The quality of the educator is the most critical variable in education. It is our central promise that educators possess a wide constellation of knowledge and skills. These include knowledge of the subject taught, understanding of development and learning, pedagogical skills in communicating knowledge, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of culture and diversity, and a professional commitment to work collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population.

Faculty

The faculty at CSU Fullerton is committed to excellence in teaching and demonstrates the highest standards of ethical practice. Our faculty model interactive, dynamic teaching and inquiry that promote reflective practice based on sound research and theory coupled with real world problems. AT CSU Fullerton, learning expands beyond the classroom to include partnerships within the community.

MISSION STATEMENT OF THE DEPARTMENT OF SPECIAL EDUCATION

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Disabilities
- Moderate/Severe Disabilities
- Early Childhood Special Education

The program is designed to train educational generalists in inclusive non-categorical approaches for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that is multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental, and social aspects of exceptionality. Candidates will learn effective research based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition, and positive behavior support, as each establishes a conceptual base of understanding of persons with disabilities. Master's degree programs are available in all areas of specialty.



APPLICATION DEADLINES

Applications need to be postmarked no later than March 1st for fall semester and October 1st for the spring semester. However, deadlines may be changed based upon enrollment projections.

Check the university graduate studies website for current information at http://www.fullerton.edu/graduate/.

ADMISSION REQUIREMENTS

- 1. University graduate application
- 2. Department of Special Education application
- 3. Three letters of recommendation
- 4. Letter of intent including education philosophy, purpose statement (This is the same as an autobiography.)
- Overall grade point average of 2.75 for credential programs; 3.0 for Master of Science Program
- 6. Certificate of Clearance
- 7. U.S. Constitution verification
- 8. Passage of the California Subject Examinations for Teachers (CSET) of the National Teacher Examination (PRAXIS) or completion of the Multiple Subject Matter Preparation Program or completion of the single subject preparation program, or completion of any single subject competency examination approved by the state (for Mild/Moderate, Moderate/Severe program candidates only).

- Completion of the California Basic Education Skills Test (CBEST) (For all candidates)
- 10. Satisfactory completion of prerequisite courses:
 - a. Special Ed 371 (for all candidates)
 - Ed Elm 315A and 315B, Child/Adolescent Studies 325/312 or equivalent (for those students interested in working with elementary students) and Ed Elm 425 for those candidates interested in a duel credential (multiple subject and special education)

OR

Ed Sec 310 and Ed Sec 320 (for those students interested in working with secondary students) and Ed Sec 330 and Ed Sec 340 for those candidates interested in a dual credential (secondary education and special education).

- c. Courses on transcripts reflecting Child Development-Birth-8 (for early childhood majors only)
- 11. Field experience with typically developing students (for all programs)
- 12. Faculty interview.

For further information please call the department office (714) 278-3411.

EDUCATION SPECIALIST CREDENTIALS

Programs leading to three education specialist credentials are available. They are:

- Specialist credential to teach persons with mild/moderate disabilities including specific learning disabilities, mild mental retardation, and other health-impaired and emotional disturbance.
- Specialist credential to teach persons with moderate/severe disabilities including severely developmentally disabled, mental retardation, multi-handicapped, emotionally disturbed, and children with autism.
- 3. Specialist credential to teach infants, toddlers, and preschool children with disabilities.

The Commission on Teacher Credentialing adopted a policy that requires all special education teaching credential candidates to complete preparation programs for a preliminary (Level I) and professional (Level II) credential. All persons completing Level I preparation programs are required to obtain a professional clear special education credential (Level II) through an approved university program within five years of the date of issuance of the Level I credential.

Advisement is available to any student seeking an Education Specialist credential in the Department of Special Education, New students will be assigned an adviser at the time of admission to the Department of Special Education. Students should meet with their adviser during the first semester of enrollment in the Department of Special Education to file a study plan. The specific courses needed vary based on student experience. Do not self-advise! It is critical to meet with a department adviser.

The Special Education Specialist Credential consists of three phases:

 A prerequisites phase in which students are introduced to the basic characteristics of the various types of disabilities, make field observation in various settings, and experience practices and procedures of the day-to-day world of teaching exceptional students;

- 2. A core-components phase, where the issues and concerns related to statistical assessment and identification of exceptional individuals as well as the legal mandates and regulations of special education law, exploration of the dynamics of disabilities as it relates to families and parents; and effective researched based teaching techniques are
- 3. An advanced specialization phase, in which specific issues related to the area of specialty are addressed, i.e. characteristics and teaching methods courses relating to the specific disability area, including the on-site field support components for all credentials and the resource specialist certificate. Students must finish the prerequisite phase before entering the other two areas. The core-components phase and the advanced specialization phases are taken concurrently to allow the teacher to learn about their field of specialization as quickly and efficiently as possible. At the end of Phase III, candidates qualify for a Level I credential. Level II credential is designed as an Induction period to support new teachers on-the-job. Each candidate selects a specific area of emphasis. Several courses in Level II lead to a master's degree.

Undergraduates anticipating career options in Special Education may take Any 200-300 or 400-level course prior to program admission.

Blended Teacher Education Program

Students in the Blended Teacher Education Program (BTEP) combine their bachelor's degree requirements with credential program classes to earn a baccalaureate degree and Level I credential in four calendar years. BTEP students complete general education, a major in either Child and Adolescent Development or Liberal Studies or an Education Specialist credential (Special Education). First-time freshmen may apply to the program March through June prior to their entering fall semester. Up to 75 freshmen are accepted for BTEP each year. Applicants are encouraged to apply early for priority registration.

For more information, visit the Center for Careers in Teaching website at http://www.fullerton.edu/cct.

MILD/MODERATE AND MODERATE/ SEVERE CREDENTIAL

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Special Ed 430A Foundations in School Teaching (3)

Special Ed 430B Curriculum and Instruction in Elementary (Math, Social Studies, and Science) (2)

Special Ed 430C Supervised Fieldwork (1)

Special Ed 433 Language Arts and Reading Instruction in the Public Schools (3)

Special Ed 439A Student Teaching in Elementary School (4-12)

OR Ed Sec 449E Externship in Secondary Teaching (3)

Special Ed 439B Seminar in Student Teaching (1-3)

Special Ed 462 Practices and Procedures in Special Education (3)

Special Ed 411 Mainstreaming (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Special Ed 520 Advanced Issues in Measurement and Data Analysis (3)

Special Ed 482A/B Curriculum and Methods-Special Ed. (3)

Special Ed 522 Behavior Problems in the Classroom (3)

Special Ed 531/532 Advanced Seminar: MM/MS (3,3)

Special Ed 489 Directed Teaching-Special Education (6)

Level II

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)

Special Ed 584 Transition, Vocation, and Careers Over the Lifespan OR Special Ed 490 (for Interns only)

Special Ed 586 Current Trends and Issues in Special Education (3)

Special Ed 599 Independent Graduate Research (1-3)

Ed Sec 404 Microcomputers in the secondary classroom (3)

Health Sci 356 Health Education for Secondary Teachers (3)

OR Health Sci 357 Health Education for Elementary Teachers (3)

Special Ed 533 Seminar: Issues and Trends in Collaborative/Consultative
Services (3) (Induction Plan Finalized)

EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIALS

Level

Special Ed 371 Exceptional Individuals (3)

Special Ed 400 Early Childhood Special Education (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Speech Comm 407 Speech-Language Development and Disorders for Educators (3) or adviser agreed upon equivalent.

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 522 Positive Behavior Support (3)

Special Ed 535 Seminar in Special Education: Early Intervention (3)

Special Ed 489 Directed Teaching in Special Education (6)

Level I

Special Ed 510 Research Methods and Statistics (3)

Special Ed 529 Collaborative and Consultative Seminar (3) (Induction Plan Written)

Special Ed 584 Transition, Vocation, and Careers Over the Lifespan

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OR Special Ed 490 (for Interns only) and issues to insure and

Special Ed 586 Current Trends and Issues in Special Education (3)

Special Ed 599 Independent Graduate Research (1-3)

Ed Sec 404 Microcomputers in the secondary classroom (3)

Health Sci 356 Health Education for Secondary Teachers (3)

OR Health Sci 357 Health Education for Elementary Teachers (3)

Special Ed 533 Seminar: Issues and Trends in T

Collaborative/Consultative Services (3) (Induction Plan Finalized)

SPECIAL EDUCATION UNIVERSITY INTERNSHIP

The department currently has a two-year internship program designed to offer support to teachers on the job in local school districts. The interns receive systematic support, guidance and feedback from both the participating school districts and from university faculty and staff.

Prerequisites:

- Letter from school district providing starting date of employment for internship
- Completion of Intern Credential application (pick-up in the Credential Center, College Park 740)
- Acceptance into the Special Education program (both University and Department application)
- 4. Evidence of subject matter competency
- 5. Passage of the California Basic Education Skills Test (CBEST)
- Special Ed 371, 421, 430A and 462. Completion of all or partial general education course work

Note: this program is designed for persons with general education teaching credentials or persons who have completed the prerequisites, general education coursework, and student teaching in general education.

Special program features include (1) an emphasis on effective teaching strategies in reading and mathematics and (2) specialized training in collaboration skills for the inclusive classroom including positive behavior supports, diversity awareness and curriculum modifications and adaptations for the inclusive classroom.

MASTER OF SCIENCE IN EDUCATION (SPECIAL EDUCATION)

This program is designed to prepare graduate students to critically analyze and evaluate empirically based research; theoretical constructs and philosophical foundations; and historical, psychological, and sociological issues related to the education of individuals with disabilities. It focuses on analysis and interpretations of policy as related to curriculum, pedagogy, and methodology. Specific emphasis is offered in the areas of Early Childhood, Collaborative-Consultation, Mild/Moderate Disabilities, Moderate/Severe Disabilities, and the Education of the Gifted and Talented.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, dead-lines may be changed based upon enrollment projections. Check the university graduate studies website for current information at http://www.fullerton.edu/graduate.

Admission to Graduate Standing: Conditionally Classified

Requirements include a baccalaureate degree from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted (see the "Graduate Regulations" section of this catalog for policies and procedures regarding admission).

Graduate Standing: Classified

A student who meets the admission requirements and the following requirements may be granted classified graduate standing:

- Grade-point average of 3.0 or better in all previous academic and related work
- 2. An approved major
- 3. Completion of Special Ed 371 Exceptional Individual
- 4. Satisfactory interview and autobiography
- Development of a study plan approved by the Special Education Department's graduate program adviser and the Associate Vice President, Academic Programs (Graduate Studies Office)

Study Plan

Core Classes (15 units)

Special Ed 510 Research Methods and Statistics (3)

Special Ed 522 Behavioral Problems in the Classroom (3)

Special Ed 529 Collaborative and Consultative Seminar (3)

Special Ed 530 Graduate Seminar in Giftedness and Creativity

OR Special Ed 531 Seminar; Individuals with Moderate/Severe Disabilities (3)

OR Special Ed 532 Seminar: Individuals with Mild/Moderate
Disabilities (3)

OR Special Ed 535 Seminar in Special Education: Early Intervention Special Ed 586 Current Trends and Issues in Special Education (3)

Electives (12 units)

Adviser-approved elective courses include a minimum six units 500-level, maximum six units 400-level and maximum six units from other departments.

Project/Thesis (3 units)

Special Ed 597 Project (3)

OR Special Ed 598 Thesis (3)

RESOURCE SPECIALIST CERTIFICATE OF COMPETENCY

The curriculum for the Resource Specialist certificate of competency is designed to prepare candidates having approved entry level skills and professional preparation to assume the role as resource specialists in programs serving special education students. The certificate program meets the competencies set forth by the California Commission on Teacher Credentialing as well as additional standards deemed appropriate by the faculty of the Department of Special Education, other university personnel and community advisory board members. Students desiring this certificate without enrolling for a degree or credential should apply for admission to the university as postbaccalaureate with a Resource Specialist objective.

Prerequisites

- 1. A 3.0 grade-point average in teacher presentation coursework.
- 2. Passage of the California Basic Education Skills Test (CBEST).
- 3. Evidence of multiple subject or single subject credential.
- Appropriate Advanced Specialist Credential in Special Education.
 (Learning Handicap or Severe Handicap). Students should contact

 a department adviser prior to initiating a program for the R.S.P.
 Certificate.

Note: Verification of three years of successful teaching involving regular class and special education experience is necessary before the certificate will be granted.

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

This fifth year professional certificate program is designed to meet the standards and competencies adopted by California's Commission on Teacher Credentialing. This two-semester program provides professional training to enable students to teach in Early Childhood Special Education programs for children with special needs ages birth through five years.

Note: Only nine units of graduate-level coursework from another institution can be petitioned to fulfill equivalent course requirements in the certificate program and this certificate can only be added to a clear credential.

Prerequisites

- Baccalaureate degree in an interdisciplinary field related to Special Education (e.g. Child Development, Nursing, Human Services, Psychology, Kinesiology, and degree programs with Adapted Physical Education emphases, etc.) with a minimum grade-point average of
- 2. Minimum grade-point-average of 2.75.
- Background knowledge in typical child development and experience with young children.
- 4. Met all Department prerequisites described in this catalog.

Core Requirements (21 units)

Special Ed 400 Early Childhood Special Education (3)

Special Ed 421 Working with Families of Individuals with Disabilities (3)

Special Ed 489 Directed Teaching in Special Education (6)

Special Ed 514 Infant Assessment and Intervention (3)

Special Ed 515 Preschool Assessment and Intervention (3)

Special Ed 535 Seminar in Special Education: Early Intervention (3)

Electives (9 units)

The nine elective units must meet the following criteria: (1) courses will have to diversify and expand upon the student's previous higher education coursework or degree program, and (3) all selected coursework will have to be approved by the student's program adviser.

SPECIAL EDUCATION COURSES

Courses are designated as SPED in the class schedule.

110 The Teaching Experience: Exploration (2-3)

(Same as Ed Sec 110)

250 Disabilities: The Movies and the Media (3)

A critical overview of issues related to prejudice, misperceptions, and stereotypes of individuals with disabilities. A special feature of the course is the opportunity to view numerous contemporary films and videos on persons with disabilities.

371 Exceptional Individual (3)

Provides overview of all areas of exceptionalities and topical review of characteristics of individuals with exceptional needs. A special feature is the opportunity to participate in various simulations and activities designed to enhance the understanding of diversity in our society. Course includes an opportunity to work in the field with persons with disabilities. Thirty hours of fieldwork is required.

400 Early Childhood Special Education (3)

Prerequisite: Child Development 320 or equivalent course in normal infant and early childhood development. Provides characteristics of young children ages birth-5 years with disabilities, developmental delays and those "at risk" for developmental delays. Rationale for early intervention and preschool programs, program models, and service delivery approaches will be presented.

404 Microcomputers for Secondary School Classrooms (3)

(Same as Secondary Ed 404)

411 Mainstreaming (3)

Designed to assist school personnel to implement the "Least Restrictive Environment" placement requirement of Individuals with Disabilities Education Act (IDEA). Emphasis will be placed upon techniques and strategies to modify general education classrooms to accommodate all students with ability differences. This course fulfills the state requirement for Clear Credential.

421 Working with Families of Individuals with Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. Examines characteristics of family systems; functional assessment of family needs, concerns, and priorities. Focuses on effective communication, collaborative skills and identification of community resources.

430A Foundations in School Teaching (3)

(Same as Ed Elm 430A)

430B Curriculum and Instruction (1-2)

(Same as Ed Elm 430B)

430C Supervised Fieldwork (2)

(Same as Ed Elm 430C)

433 Language Arts and Reading Instruction (3)

(Same as Ed Elm 433)

439A Student Teaching in Elementary School (4-12)

(Same as Ed Elm 439A)

439B Seminar in Student Teaching (1-3)

(Same as Ed Elm 439B)

462 Practices and Procedures in Special Education (3)

Prerequisite: Special Ed 371 or consent of instructor. Critically examines current laws, educational implementation, and related practices in Special Education from birth through 21 years. Emphasizes issues of multiculturalism; non-discriminatory assessment, curriculum and instructional strategies; federal, state, and community resources.

463 Characteristics of Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, and physical characteristics and their educational needs.

464 Characteristics of Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371 or consent of instructor. In-depth examination of individuals with diverse cognitive, social-emotional, behavioral and physical characteristics and their educational needs.

482A Curriculum and Methods for Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371, 430A, 430B, 430C, 433 and 462. Presents curriculum development, instructional methodology and materials for teaching individuals with mild/moderate disabilities. Focuses on instructional strategies permitting access to the Core curriculum.

482B Curriculum and Methods for Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371, 430A, 430B, 430C, 433 and 462. Presents curriculum development, instructional methodology and materials for teaching individuals with moderate/severe disabilities Includes functional academics, life skills, and adaptations to Core curriculum.

489A Directed Teaching in Special Education (A) (6)

Prerequisite: Special Ed 371, 430A, 430B, 430C, 433, 439A, 439B, subject matter competency and 462, 482A, 520, 522, and department approval. Directed teaching in department-approved Mild/Moderate placement to meet California's Mild/Moderate credential requirements. Must be taken Credit/No Credit.

489B Directed Teaching in Special Education (B) (6)

Prerequisites: Special Ed 371, 430A, 430B, 430C, 433, 439A, 439B subject matter competency, 462, 464, 482B, 520, 522 and department approval. Directed teaching in department-approved Moderate/Severe or early childhood placement to meet California's Moderate/Severe or early childhood special education credential requirements. Must be taken Credit/No Credit.

490 Field Studies: Special Education (1-3)

Prerequisite: Special Ed 371 or Special Ed 400 and consent of Department Chair. Supervised practicum/field or clinical experience with exceptional individuals related to skills and competencies specified for the completion of University- or State-approved endorsements or certificates. May be repeated for credit. Must be taken Credit/No Credit.

496 Senior Educational Practicum (1-3)

Prerequisites: approval by department chair and instructor. Provides for an advanced level of educational practicum within school and/or agency settings.

499 Independent Study (1-3)

Prerequisites: senior or graduate standing, department chair approval, and consent of instructor. Supervised individual studies under the direction of faculty member. Experimental, research or creative projects.

510 Research Methods and Statistics (3)

Prerequisites; Special Ed 531, 532 or 535; and Special Ed 522. Covers educational research methodology and statistics. Considers the various methods of education research, the formulation of research hypotheses, the preparation of research documents. Focuses on the understanding of descriptive and inferential statistics in educational research.

514 Infant Assessment and Intervention (3)

Prerequisites: Child Development 320, Special Ed 400 or equivalent. A transdisciplinary model for assessment of infants birth to three years of age at risk for developmental delays and their families will be presented. Culturally sensitive assessments and family-focused interventions used to develop Individualized Family Service Plans (IFSP) will be presented.

515 Preschool Assessment and Intervention (3)

Prerequisites: Child Development 320, Special Ed 400 or equivalent, Special Ed 514. An assessment of preschool-age children at risk for developmental delays and their families using both formal and informal testing instruments. Translation of child and family assessments into preschool special education program planning will also be discussed.

520 Seminar: Advanced Issues in Measurement and Data Analysis (3)

Prerequisites: Special Ed 371, 462, 482A or 482B. Critically examines the application of measurement and data analysis in the K-12 classroom.

522 Positive Behavior Support (3)

Prerequisite: Special Ed 371, 411, 462, 482A, 482B or 514. Focuses on developing an educational approach to supporting positive behaviors in the classroom and community. Emphasis on regulations mandated by Hughes AB 2386. Behavior Intervention Case Manager (BICM) certificate provided to qualified personnel.

528 Advanced Special Education Seminar: Curriculum, Assessment, and Instructional Management (3)

Prerequisites: Special Ed 463 or 464. Presents collaborative and consultative strategies and techniques for delivering direct and indirect services to individuals with disabilities in a continuum of settings.

529 Collaborative and Consultative Seminar (3)

Prerequisites: Special Ed 463, 464 and/or Level I preliminary specialist credential. Provides training in staff development, theory and communication skills needed to work with decision-making groups. Candidates design state mandated induction plan for professional growth.

530 Graduate Seminar in Giftedness and Creativity (3)

Prerequisite: Special Ed 463 or consent of instructor. An examination of varieties of higher cognitive functioning and those characteristics or performances described as creativity. Focus on ways to enhance skills in analysis, synthesis, evaluation, creative problem solving and divergent productions.

531 Seminar: Individuals with Moderate/Severe Disabilities (3)

Prerequisite: Special Ed 371, 464 recommended or equivalent and SpEd 482B. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

532 Seminar: Individuals with Mild/Moderate Disabilities (3)

Prerequisites: Special Ed 371, 463 recommended or equivalent and SpEd 482A. Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends.

533 Seminar: Issues and Trends in Collaborative/Consultative Services (3)

Prerequisite: Special Ed 510, 529, 586, 599 and candidate must be in final semester of Level II education specialist program. Investigates contemporary research and practices as they apply to collaborative and consultative services in school and agency settings.

535 Seminar in Special Education: Early Intervention (3)

Prerequisites: graduate status and Special Ed 400, SpEd 514, and SpEd 515. A seminar emphasizing the theoretical bases, research related to assessment and service delivery approaches, and current issues and trends in early childhood intervention.

550 Bilingual/Multicultural Special Education (3)

Special Education 371 and 411. Examination of issues related to the provision of services to culturally and linguistically diverse students with exceptionalities.

584 Transition, Vocation, and Careers Over the Lifespan (3)

Prerequisite: Special Ed 371 or 411. Focuses on the development of curriculum and methods addressing transition, vocation, career and social competency issues from infancy to adulthood.

586 Current Trends and Issues in Special Education (3)

Prerequisites: graduate status and consent of instructor. Examines philosophical, social, economical, and educational issues which underlie decision-making with respect to curriculum and methods in special education.

597 Project (1-3) a shadowthen roll-shodial Make implanting O. HSBI

Prerequisite: consent of instructor. Individual research on an empirical project, with conferences with the instructor, culminating in a project.

598 Thesis (1-3)

Prerequisite: consent of instructor. Conducts individual research; conferences with the instructor culminating in a thesis.

599 Independent Graduate Research (1-3)

Prerequisite: consent of instructor. Independent inquiry. For qualified graduate students.

DEPARTMENT CHAIR

Kurt Kitselman

DEPARTMENT OFFICE

College Park 420-1

SPEECH AND HEARING CLINIC

College Park 150

DEPARTMENT WEBSITE

http://communications.fullerton.edu/

PROGRAMS OFFERED

Bachelor of Arts in Communicative Disorders

Master of Arts in Communicative

Credentials in:

Clinical Rehabilitative Services-Speech and Hearing

Special Classroom Authorization

Bachelor of Arts in Speech Communication

Emphases in:

Argumentation and Persuasion Intercultural Communication Interpersonal Communication

Organizational Communication

Communication Studies

Minor in Speech Communication

Master of Arts in Speech Communication

FACULTY

Jon Bruschke, K. Jeanine Congalton, Michael Davis, Robert Emry, Robert Gass, William Gudykunst, Janette Hayes, Mary Blake Huer, Kurt Kitselman, Edith Li, Elizabeth Mechling, Norman Page, John Reinard, Gary Ruud, Terry Saenz, Stella Ting-Toomey, Kenneth Tom, Ying-Chiao Tsao, Richard Wiseman, Toya Wyatt.

ADVISERS

Communicative Disorders:

Undergraduate: Toya Wyatt

Graduate: Edith Li

Speech Communication:

Undergraduate: Norman Page

Graduate: Bill Gudykunst

INTRODUCTION

The mission of the department is to provide students with an understanding of communication processes in a culturally diverse society. An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures. Understanding communication processes in depth can, with specialized education and training, be used also to diagnose and treat disorders of communication.

The department offers a Bachelor of Arts degree in Speech Communication with emphases in Argumentation and Debate, Intercultural Communication, Interpersonal Communication, Organizational Communication, and Communication Studies. It also offers a Master of Arts degree in Speech Communication. Students who complete the bachelor's or master's degree are qualified to enter a variety of rewarding careers in business, nonprofit organizations, government, and education, and they are qualified to pursue advanced degrees in communication studies as well as in other academic and professional fields that are described under the sections on concentrations. The department offers a Minor in Speech Communication, which is structured to meet individual student's educational needs and career aspirations.

The department also offers a Bachelor of Arts and a Master of Arts degree in Communicative Disorders. These degrees lead to eligibility for a state license in speech-language pathology, national certification in speech-language pathology, and two specialized credentials for work within the public school system. The Communicative Disorders Program is one of only two programs in California that have been accredited by the American Speech-Language-Hearing Association without interruption for over thirty years. The Communicative Disorders Program has a number of special features, including an emphasis on clinical services for persons from diverse cultural and linguistic backgrounds, alternative and augmentative forms of communication, and diagnosis and management of disorders of swallowing.

The department provides a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts. Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings. Some students are encouraged to pursue careers in college and university teaching and research by continuing their education at the doctoral level in the field of communication studies or communicative disorders. Finally, the department provides guidance for students interested in pursuing graduate and professional studies in fields related to communication.

BACHELOR OF ARTS IN COMMUNICATIVE DISORDERS

The Bachelor of Arts in Communicative Disorders requires 42 units within the major; 39 of the units are required and 3 are elective. All students also complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Most students who pursue the Bachelor of Arts in Communicative Disorders intend to complete a Master of Arts degree in Communicative Disorders, since this is the entrance-level degree for practice as a speech-language pathologist in both the public school and the health care systems. The Bachelor of Arts degree provides excellent preparation for pursuit of teaching credentials too, and students are encouraged to consider this degree to prepare for careers as teachers, especially if they are interested in early childhood or elementary education. Students can complete requirements for entrance into most teaching credential programs

within the 120-unit minimum required for a Bachelor of Arts degree through careful planning.

Sophomore Level (6 units)

Speech Comm 241 Introduction to Phonetics (3)

Speech Comm 242 Introduction to Communicative Disorders (3)

Junior Level (15 units)

Speech Comm 300 Introduction to Research in Speech Communication (3)

Speech Comm 307 Speech & Language Development (3)

Speech Comm 344 Anatomy & Physiology of Speech & Hearing (3)

Speech Comm 350 Speech & Hearing Science (3)

Speech Comm 352 Child Language and Phonological Disorders (3)

Senior Level (18 units)

Speech Comm 461 Audiology & Audiometry (3)

Speech Comm 465 Aural Rehabilitation (3)

Speech Comm 472 Voice & Craniofacial Disorders (3)

Speech Comm 474 Neurology & Neurogenic Communicative Disorders (3)

Speech Comm 475 Fluency Disorders (3)

Speech Comm 476 Clinical Methods and Procedures (3)

Electives (3 units)

Speech Comm 302 Introduction to Manual Communication (3)

Speech Comm 308 Quantitative Research Methods (3)

Speech Comm 312 Intermediate Sign Language (3)

Speech Comm 345 Communication & Aging (3)

Speech Comm 404 Communicative Disorders of the Bilingual/Multicultural Child (3)

Speech Comm 410 Teaching Language Handicapped Children (3)

Speech Comm 450 Acoustic Phonetics (3)

BACHELOR OF ARTS IN SPEECH COMMUNICATION

The Bachelor or Arts in Speech Communication is awarded with one of five emphases: Argumentation and Debate, Intercultural Communication, Interpersonal Communication, Organizational Communication, or Communication Studies. The major requires 42 units consisting of (1) 15 units of core requirements, (2) 9 units of theoretical core, and (3) 15 units within the student's particular emphasis. In addition to 42 units within the major, students complete 51 units of general education, leaving 27 units of free electives to complete the university's requirements for the Bachelor of Arts Degree. Some students are encouraged to pursue specific minors, such as a Minor in Advertising, Business Administration, Computer Science, Journalism, Psychology, or Public Administration, depending on their career or professional goals. Students can complete these minors as well as one of the department's majors within the 120-unit minimum required for a Bachelor of Arts degree.

Core Requirements (18 units)

Speech Comm 102 Public Speaking (3)

Speech Comm 200 Human Communication (3)

Speech Comm 236 Essentials of Debate (3)

Speech Comm 300 Introduction to Research (3)

Speech Comm 308 Quantitative Research Methods (3)

Speech Comm 320 Intercultural Communication (3)

Theoretical Core (9 units)

Speech Comm 313 Interpersonal Communication Theory (3)

OR Speech Comm 332 Process of Social Influence (3)

Speech Comm 324 Communicating in Groups and Teams (3)

OR Speech Comm 326 Organizational Communication Dynamics (3)

Speech Comm 330 Rhetoric of Popular Culture (3)

OR Speech Comm 335 Advanced Argumentation (3)

Emphasis in Argumentation and Persuasion (15 units)

An emphasis in Argumentation and Persuasion constitutes one of the strongest liberal arts educations available. Students learn how to think in a clear and logical manner, analyze information critically, formulate persuasive arguments, and deliver those arguments effectively, both in oral and in written forms. These skills are of great value in almost any career. Students who complete their degree with a emphasis in Argumentation and Persuasion are prepared for a variety of specific careers as well, including a career as a speech/debate coach. They are also prepared for careers in government and politics, such as that of a campaign aide or director, elected official, information officer, legislative assistant, legislative research specialist, lobbyist, negotiator, press secretary, or speechwriter. Others have used the emphasis as preparation for a career in the ministry. The emphasis offers particularly strong preparation for law school.

Speech Comm 330 Rhetoric of Popular Culture (3)

Speech Comm 332 Process of Social Influence (3)

Speech Comm 334 Persuasive Speaking (3)

Speech Comm 335 Advanced Argumentation (3)

Speech Comm 337 Communication in the Legal Arena (3)

Speech Comm 338 Intercollegiate Forensics (3)

Speech Comm 342 America Speaks (3)

Speech Comm 420 Communication Theory (3)

Speech Comm 426 Directing Forensics (3)

Speech Comm 430 Classical Rhetoric (3)

Speech Comm 431 Rhetorical Dimensions in Sex and Gender (3)

Speech Comm 432 Contemporary Rhetoric (3)

Speech Comm 437 Internship: Speech Communication (3)

Speech Comm 438 Principles of Rhetorical Criticism (3)

Speech Comm 492A Proseminar in Speech Communication (3)

Emphasis in Intercultural Communication (15 units)

An emphasis in Intercultural Communication provides students with specialized knowledge and skills in identifying, analyzing, and meeting the challenges of effective communication in a multicultural society, both in the context of organizations and among individuals. These challenges are transformed into career opportunities for those who have mastered the knowledge and skills of effective intercultural communication and are able to translate their knowledge to diverse intercultural applications. Students who complete the Intercultural Communication emphasis successfully are prepared for careers such as that of customer service and sales representative, diplomat, foreign correspondent, foreign relations or foreign service officer, host for foreign dignitaries, intercultural and diversity trainer, international corporate representative, international and study-abroad student adviser, and travel industry representative. The emphasis also provides an excellent background for those interested in careers in primary and secondary education, a variety of human and social service careers, and other careers for which a liberal arts education is required.

Speech Comm 220 Interpersonal Conflict Management (3)
Speech Comm 313 Interpersonal Communication Theory (3)
Speech Comm 342 America Speaks (3)

Speech Comm 360 Nonverbal Communication (3)



Speech Comm 422
Applications of
Intercultural
Communication (3)
Speech Comm 437
Internship: Speech
Communication (3)
Speech Comm 492C
Proseminar in
Speech
Communication (3)

Speech Comm 420

Theory (3)

Communication

Emphasis in Interpersonal Communication (15 units)

An emphasis in Interpersonal Communication provides students with the education needed for entrance into a variety of careers in social and human services. Success in these fields requires competencies in identifying, analyzing, and meeting the challenges of effective communication among individuals. Acquiring these competencies is the goal of the emphasis in Interpersonal Communication. The emphasis provides a basis for the pursuit of teaching credentials, and it provides an exceptional background of preparation for graduate studies in fields such as social work, counseling, and clinical psychology. An emphasis in Interpersonal Communication, combined with selected courses within the psychology minor, meets entrance requirements for most graduate programs in these fields. The selection of an emphasis in Interpersonal Communication suggests a special aptitude for and interest in human service careers, and the emphasis provides students with a unique and exceptionally strong background of theoretical as well as applied studies for graduate studies in the mental health professions.

Speech Comm 220 Interpersonal Conflict Management (3)

Speech Comm 313 Interpersonal Communication Theory (3)

Speech Comm 318 Family Communication (3)

Speech Comm 324 Communicating in Teams and Groups (3)

Speech Comm 332 Processes of Social Influence (3)

Speech Comm 360 Nonverbal Communication (3)

Speech Comm 413 Communication in Interpersonal Relationships (3)

Speech Comm 420 Communication Theory (3)

Speech Comm 437 Internship: Speech Communication (3)

Emphasis in Organizational Communication (15 units)

Speech Comm 492B Proseminar in Speech Communication (3)

An emphasis in Organizational Communication prepares students for careers in business, nonprofit organizations, and government. These organizations depend on effective communication among individuals and units within the organization as well as with customers or other constituencies on the outside in order to achieve their goals. One of the primary causes of organizational malfunction is a failure to meet communication challenges, and these challenges are especially great in our multicultural society and in a world made small by travel and communication technology. Experts in organizational communication have the competencies needed to identify the barriers to effective communication within organizations, and between organizations and their customers or other constituencies, and to remove those barriers through organizational structural changes, policy changes, use of communication technologies and media, and training/development of employees. Students who complete their degree with this emphasis are prepared for careers such as that of communication trainer, community relations director or representative, conflict manager, customer service representative, director of corporate communications, executive manager, human resource manager, industrial and labor relations representative, mediator, negotiator, public information officer, or sales representative. The organizational communication emphasis, combined with a business administration minor, provides an exceptional background for those with an interest in careers that focus on communication in the business environment. Speech Comm 220 Interpersonal Conflict Management (3) Speech Comm 324 Communicating in Teams and Groups (3) Speech Comm 325 Interviewing: Principles and Practices (3) Speech Comm 326 Organizational Communication Dynamics (3) Speech Comm 333 Communication in Business and the Professions (3) Speech Comm 334 Persuasive Speaking (3) Speech Comm 420 Communication Theory (3) Speech Comm 433 Training and Development (3) Speech Comm 437 Internship: Speech Communication (3)

Emphasis in Communication Studies (15 units)

An emphasis in Communication Studies provides students with the opportunity to focus on two of the emphases. Many students, for example, combine courses from the Intercultural Communication emphasis with either the Organizational Communication or the Interpersonal Communication emphasis. The selection of courses must be adviser-approved and from at least two of the emphases.

Speech Comm 492D Proseminar in Speech Communication (3)

MINOR IN SPEECH COMMUNICATION

An understanding of the challenges of effective communication and how communication can be facilitated is of great value in almost any career. Some careers, such as those in human services, require an understanding of communication between individuals. Other careers, such as those in business, nonprofit organizations, or government, require an understanding of communication within and between organizations and between organizations and their customers or other constituencies. For example, business majors may benefit from knowledge and skills in organizational and multicultural communication, particularly in our multicultural society. The Minor in Speech Communication is structured to meet the individual student's aptitudes, interests, and career goals. The minor is earned by the successful completion of 21 adviser-approved units.

MASTER OF ARTS IN COMMUNICATIVE DISORDERS AND IN SPEECH COMMUNICATION

The Master of Arts in Communicative Disorders (speech-language pathology and audiology), accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association since 1969, is designed: (1) to provide students with graduate, professional level studies covering the broad field of communicative disorders; (2) to provide students with opportunities to observe, learn and serve communicatively impaired clients within a wide range of clinical facilities, both on-campus and off-campus; and (3) to train students to assess, diagnose and formulate therapy plans, and to function as therapists for selected types and populations of the communicatively impaired.

The Master of Arts in Speech Communication is designed to give students broad exposure to theory and research and, at the same time, allow them to specialize in one area (i.e., argumentation and persuasion, interpersonal communication, intercultural communication, organization communication, or rhetorical studies). The objectives of the degree include improving the student's academic and professional competence; preparing the student for advanced graduate work toward the doctoral degree; developing the student's research capabilities; increasing student's knowledge in the area of specialization; and for the student planning a teaching career, providing the opportunity to develop teaching skills. The student is expected to demonstrate a high degree of intellectual competence and scholarly discipline, to evaluate critically, and to demonstrate mastery of the field of specialization.

Admission to Graduate Standing: Conditionally Classified

Applicants must meet the university requirements for admission to conditionally classified graduate standing: a baccalaureate from an accredited institution and a grade-point average of at least 3.0 in the last 60 semester units attempted is preferred. Applicants for the Communicative Disorders Program must have a baccalaureate in communicative disorders or the equivalent. The equivalent consists of a prescribed list of courses which total 36 semester units and which form an appropriate background for graduate studies. Applicants for Speech Communication are required to have a baccalaureate in speech communication or an allied field or complete nine units of approved background studies in speech communication.

In addition, the following factors will be taken into consideration by the Graduate Committee in determining who shall be admitted to the program:

- 1. Grade-point average.
- 2. Letters of recommendation (preferably on department forms).
- 3. Professional objectives as presented in a student letter of intent.

Application Deadlines

Applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, dead-lines may be changed based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Graduate Standing: Classified

A student who meets the requirements for conditionally classified graduate standing, as well as the following requirements, may be granted classified graduate standing upon the development of an approved study plan:

- Enrollment in Speech Comm 500, Research in Speech Communication, is required within the first nine units of graduate work included on the study plan.
- Completion of the study plan with 30 units of studies approved by an adviser and the Department Graduate Committee.

Study Plan

Requirements for the Master of Arts degree in either Communicative Disorders or Speech Communication consists of (1) a minimum of 30 units of study approved by the department Graduate Committee, (2) at least 15 units in one of the major areas, (3) successful completion of comprehensive examinations and a thesis (six units) or a directed graduate study research project (three units). The M.A. in Speech Communication study plan may include up to six units of adviser-approved elective coursework outside the department.

Students in the Communicative Disorders program must complete one course in research methods (Speech Comm 500), one course in neurology (Speech Comm 542), one course in child language disorders (Speech Comm 577), one course in neurogenic disorders (Speech Comm 543 or 544), one course in multicultural issues or in augmentative and alternative communication or (Speech Comm 554 or 576) and one course in speech disorders (Speech Comm 450, 571, 573); phonological disorders (Speech Comm 574) is an optional course.

Students in the Speech Communication program must complete one course in theory (Speech Comm 536), one course in research methods (Speech Comm 500), and a minimum of three additional 500-level seminars.

For further information, consult the Department of Speech Communication.

CLINICAL REHABILITATIVE SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING

Speech-pathologists who wish to practice in the public school setting are required to obtain an M.A. Degree in Communicative Disorders and the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing (CRSC), which they may declare as an objective when they apply for admission to the graduate program.

The credential may also be declared as an objective at a later time as long as the student has maintained continuous enrollment in the graduate program. After the student leaves the graduate program, re-admission is required in order to fulfill requirements for the credential. It is, therefore, strongly recommended that students complete the credential while working on the M.A. Degree unless they are absolutely certain that they will not later wish to work in the public schools.

In order to obtain the CRSC, students must earn the M.A. Degree in Communicative Disorders. In addition, they must meet requirements that are somewhat more specific than those for the M.A. Degree alone. These requirements are listed below.

The required courses and clinical practice for the CRSC must be completed with a grade-point average of 2.50, and at least a "C" must be earned for each course and practicum. Students are required to complete clinical clock hours according to the requirements of the American Speech-Language-Hearing Association. In addition, 100 of the 350 supervised clock hours must be completed at a school site or its equivalent. The hours must be supervised in all cases by persons holding the ASHA Certificate of Clinical Competence in Speech-Language Pathology and the appropriate state license. The supervisor of the public school practicum must also hold the Clinical Rehabilitative Services Credential. If equivalences have been granted for a clinical practicum that was completed at another university, appropriate documentation of clinical clock hours completed at the other institution must be provided to the Communicative Disorders Program so that it can be placed in the student's clinical practicum file.

Finally, the student must demonstrate proficiency in reading and writing through passing the University Examination in Writing Proficiency (EWP) and through obtaining a C or better in Speech Comm 300 Introduction to Research in Speech Communication. Alternatively, the student may demonstrate reading and writing proficiency by obtaining a C or better in Speech Comm 500 Research in Speech Communication. Students must also take the CBEST Exam prior to entering the credential program. The Credential Coordinator should be contacted by the students early in their program to review requirements and give further information on the requirements for the credential.

Academic and Clinical Practicum Requirements

Undergraduate courses from related areas

Psychology 361 Developmental Psychology (3)

Special Ed 371 Exceptional Individual (3)

M.A. Degree in Communicative Disorders

Academic courses in the major. The following courses are required for the CRSC, but some of them may also be used for the partial fulfillment of requirements for the M.A. Degree.

Speech Comm 404 Communicative Disorders of the Bilingual/Multicultural Child (3)

Speech Comm 490 Seminar: Speech and Hearing Services in the Schools (2)

Speech Comm 571 Seminar in Fluency Disorders (3)

Speech Comm 573 Seminar in Voice Disorders (3)

Speech Comm 574 Seminar in Phonological Disorders (3)

Speech Comm 576 Seminar in Augmentative and Alternative Communication (3)

Clinical Practicum Requirements

Speech Comm 458 Clinical Practicum: Speech and Language Disorders in Children (3)

Speech Comm 468 Audiology Practicum (1)

Speech Comm 485 Aural Rehabilitation Practicum (1)

Speech Comm 489A Public School Practicum in Communicative Disorders (4)

Speech Comm 558A Clinical Practicum: Speech and Language
Disorders in Adults (3)

Speech Comm 558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)

Speech Comm 558D Clinical Practicum: Augmentative

Communication and Instrumental Management of Communicative

Disorders (2)

Speech Comm 559A Advanced Clinical Practicum: Communicative Disorders (3)

CLINICAL REHABILITATIVE SERVICES CREDENTIAL WITH SPECIAL CLASS AUTHORIZATION (SCA)

This authorization is awarded to students who have earned, either previously or concurrently, the Clinical Rehabilitative Services Credential. Those who hold the SCA may teach in classrooms for the severely communicatively handicapped in the public school system. The SCA may be declared as an objective upon application to the graduate program in communicative disorders. It may also be declared as an objective at a later time as long as the student has maintained continuous enrollment in the graduate program. After the student leaves the graduate program, re-admission is required in order to fulfill requirements for the SCA. It is, therefore, strongly recommended that students complete the requirements for the SCA while working on the M.A. Degree and the Clinical Rehabilitative Services Credential unless they are absolutely certain that they will not later wish to work in the severely communicatively handicapped classroom.

In addition to all the requirements for the Clinical Rehabilitative Services Credential, students must complete the following courses and student teaching practicum with a grade point average of 2.50 and at least a C in each.

Reading 508 Teaching Reading Language Arts (3)

Special Ed 482A Curriculum and Methods for the Learning Handicapped (3)

Speech Comm 410 Teaching Language Handicapped Children (3)

Ed Elm 532 Graduate Studies in Elementary Education: Mathematics (3)

Directed Teaching Practicum

Speech Comm 489B Public School Practicum in the Special Class (4)

CERTIFICATION, LICENSURE, AND CREDENTIALS IN COMMUNICATIVE DISORDERS

Certification

The Communicative Disorders program is fully accredited by the American Speech-Language-Hearing Association (ASHA). Graduate study in this program leads to certification in speech-language pathology with ASHA (CCC-SLP).

The CCC-SLP is awarded by the American Speech-Language-Hearing Association to persons who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed combinations of clinical practicum courses, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Clinical Fellowship Year, and (e) submit the appropriate application materials to the American Speech-Language-Hearing Association. All students should be familiar with the requirements for the CCC-SLP. Students completing the M.A. Degree on or after January 1, 2005, must meet a new set of higher standards in order to be certified. All students should obtain a copy of the latest ASHA Membership and Certification Handbook during the last year of their graduate studies, and they should read all materials carefully. Their advisers are not responsible for informing students of ASHA requirements that are met after graduation. Copies of the Handbook are available from the Graduate Assistant in the CSUF Speech and Hearing Clinic or directly from ASHA at the following address and telephone number:

> American Speech-Language-Hearing Association Membership and Certification Section 10801 Rockville Pike Rockville, Maryland 20852 Telephone (301) 897-5700

Licensure

The speech-language pathology license is required to work as a speech-language pathologist in all settings in California except for the public school and in certain exempt federal employment settings. The license is awarded by the Speech-Language Pathology and Audiology Examining Committee (SPAEC) of the Medical Board of California to those who (a) complete the M.A. Degree in speech-language pathology, (b) complete the required clinical practicum by taking prescribed practicum courses listed in Appendix 4, (c) pass the National Examination in Speech-Language Pathology, (d) successfully complete a Required Professional Experience (RPE), and (e) submit the appropriate application materials to SPAEC.

Although students will have met or exceeded the academic and clinical practicum requirements for licensure in California by the time they complete their M.A. degree and the last of the clinical practicum courses that are required for the Certificate of Clinical Competence in Speech-Language Pathology (ASHA), they should still become familiar with the specific requirements for licensure during their last year of graduate studies. Their advisers are not responsible for informing students of requirements for licensure that are met after graduation. A copy of the "Student Manual for Licensure in Speech Pathology and Audiology" may be obtained from the Graduate Assistant in the CSUF Speech and Hearing Clinics or directly from SPAEC at the following address and telephone number:

Speech Pathology & Audiology Examining Committee 1434 Howe Avenue, Suite 86 Sacramento, CA 95825-3240 Telephone (916) 263-2666

AWARDS IN THE DEPARTMENT OF SPEECH COMMUNICATION

The following awards were established by family, friends and colleagues of the designees in memory of their commitment and contributions to students engaged in the study of human communication.

These awards provide recognition and/or financial assistance to outstanding students majoring in Speech Communication or Communicative Disorders.

The Seth A. Fessenden Award

The Herbert W. Booth Award

The Herbert W. Booth Outstanding Senior Award

The Philip J. Schreiner Award

The Lee E. Granell Award

The Wayne Brockriede Award

The John Scott McKay Textbook Award

GRADUATE ASSISTANTSHIPS AND FELLOWSHIPS

The following appointments are awarded to outstanding graduate students in the form of competitively selected assistantships and lectureships:

Clinical Graduate Assistants

Graduate Assistants in Forensics

Graduate Assistants in Research

Teaching Associates in Speech Communication

INTERNATIONAL LEARNING OPPORTUNITIES IN SPEECH COMMUNICATION

The Department of Speech Communication integrates issues of ethnicity and culture in all of its courses. This ensures that students understand their own culture in relationship to other cultures and therefore develop a global perspective. Six faculty members are nationally and/or internationally recognized for their expertise in intercultural communication, multiculturalism and bilingual issues.

Courses in intercultural communication are included in the communication theory and process curriculum. These courses emphasize the nature and effects of such communication on multicultural, multinational and domestic relationships. Clinical experiences that are part of the communicative disorders curriculum also provide expertise on multicultural and bilingual issues.

Speech Communication students provide international learning opportunities for other students on campus as well by providing training for CSUF students who will be studying in international universities.

SPEECH COMMUNICATION COURSES

Courses are designated as SPCH in the class schedule.

100 Introduction to Human Communication (3)

An introduction to theory and practice of interpersonal communication. Practice in the development of skills for improving the quality of communication is required.

102 Public Speaking (3)

Theory and presentation of public speeches, including an analysis of determinants of comprehension and attitude formation; selection and organization of speech materials, development of delivery skills and evaluation of message effectiveness. Student presentations required. Participation in research projects. (CAN SPCH 4)

138 Forensics (2)

Prerequisite: consent of instructor. Investigation and practice in the background, format procedures and evaluation criteria of the various forensic events. Students must participate in at least two intercollegiate speech tournaments. May be repeated for credit. (More than 6 hours of classwork for each unit of credit)

200 Human Communication (3)

Theories and competencies in interpersonal, small group, public, organizational and intercultural communication. Variations in communication processes across contexts is investigated.

220 Interpersonal Conflict Management (3)

Examination of the nature, causes and structure of interpersonal conflict; communication strategies exhibited in conflict; and intervention principles for conflict management. Conflict management theory will be applied to conflicts within marriages, small groups, organizations and intercultural relationships.

234 Designing and Delivering Multimedia Presentations (3)

This course teaches knowledge and skills necessary for deigning and delivering multimedia presentations. Students will learn how to incorporate representation technology into public presentations. Students will acquire competence in working with PowerPoint, digital images, digital video, and other presentation technologies.

235 Essentials of Argumentation (3)

Introduction to methods of critical inquiry and advocacy.

Identifying fallacies in reasoning, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis and evaluation of oral and written arguments.

(CAN SPCH 6)

236 Essentials of Debate (3)

Theory and practice in the activity of debate, emphasizing skill in analysis and reasoning, researching and organizing evidence, evaluating stock issues relating to policy and value propositions, and engaging in regulation.

241 Introduction to Phonetics (3)

The analysis and description of speech at the segmental and suprasegmental levels. Includes practice using the International Phonetic Alphabet for broad and narrow transcription. Overview of speech production.

242 Introduction to Communicative Disorders (3)

A broad overview of disorders of communication including classification and prevalence. Educational and training requirements for speech-language pathology and audiology, professional settings and opportunities, ethical considerations, clinical observations.

300 Introduction to Research in Speech Communication (3)

Prerequisite: Speech Comm 100 or 200, open only to speech communication majors. Understanding and using professional literature in speech communication and using that literature to generate a formal research paper. A passing grade fulfills the course requirement of the university upper division baccalaureate writing requirement for speech communication majors and communicative disorders majors.

301 Liberal Studies in Communication Processes (3)

Introduction to interdisciplinary study and its relationships to communication theory. How communication occurs in various disciplines. Theories about the nature of language and how this influences the pursuit of learning. No credit for speech communication majors.

302 Introduction to Sign Language (3) Manage Institute Asserted As

Prerequisites: Speech Comm 100 or 102; English 101. Provides an overview of the deaf experience and the options for communication in the deaf community. Focus is on the use of American Sign Language and finger spelling at the introductory level.

303 Biology of Human Communication (3)

Prerequisite: Biology 101 or Psychology 101. The exploration of the biology and evolution of speech and language. Includes speech production, evolution and development; speech perception; language, hemispheric specialization, clinical studies; current methods in methods in neurolinguistics; and plasticity and aging.

307 Speech and Language Development (3)

Prerequisite: General Education I.A. or Linguistics 106 or equivalent. Normal acquisition of phonology, morphology, semantics, syntax and pragmatics in children. Includes the biological, cognitive, and social bases of language acquisition. Meets the requirements for specialized preparation to serve as a teacher of exceptional children. (Same as Linguistics 307).

308 Quantitative Research Methods (3) 308 Daniel British (3) 308

Prerequisite: Speech Comm 100 or 200. Current perspectives in empirical research methodology in the discipline of Speech Communication. Experimental designs, common statistical tests and the use of the computer as a research tool.

312 Intermediate Sign Language (3)

Prerequisite: Speech Comm 302. Focus is on the theory, practice, and grammatical features of American Sign Language at the intermediate level. Students gain an understanding of the deaf cultural perspective.

313 Interpersonal Communication Theory (3)

Prerequisite: Speech Comm 100, 200, or consent of instructor.

The behavioral and humanistic approaches to theories of interpersonal communication. Functions of communication which influence interpersonal relationships, including communicator characteristics, information exchange, situational demands and interpersonal evaluations.

318 Family Communication (3)

Prerequisite: Speech Comm 200. Explores research and theory in family communication. Examines the role of communication in courtship, family satisfaction, family conflict, and family dysfunction, with emphasis on marital, parent-child sibling, and intergenerational family relationships.

320 Intercultural Communication (3)

Prerequisite: Speech Comm 100. Communication problems that result when members of different cultures communicate. How interpersonal communication can overcome differences in cultures' perceptions of communication's functionality, value orientations, nonverbal behavior, language, epistemologies and rhetorics.

322 Study Abroad Seminar (1)

Co-requisite: Enrollment in the CSU International Programs or California State University, Fullerton Exchange Programs. An orientation to living in another culture for students studying abroad. The emphasis is on the intercultural adaptation process (e.g., culture shock) and understanding host nationals' behavior.

324 Communicating in Teams and Groups (3)

Prerequisite: Speech Comm 100, 200. Application of communication theories and behavioral research findings as they relate to small groups and teams. Communication facilitation among individuals in task realization, including interpersonal needs, leadership, norms, roles, verbal and nonverbal messages, and group systems and procedures.

325 Interviewing: Principles and Practices (3)

Prerequisite: Speech Comm 100 or consent of instructor. Principles and practices of interviewing processes. Consideration of appraisal, counseling, employment, exit, journalistic, persuasive and survey types of interviews. Case analyses, simulations and community fieldwork required.

326 Organizational Communication Dynamics (3)

Prerequisite: Speech Comm 100, 200 or consent of instructor. The inter-relationships between management and communication theories. The microsystems and macro-systems within an organization are emphasized in terms of intra-personal, interpersonal, small group and organizational communication theories.

330 Rhetoric of Popular Culture (3)

Co-requisite: Speech Comm 200. Rhetorical theories as they apply to contemporary communication events. Various perspectives of rhetorical theory are utilized to further understanding of communication in today's society.

332 Processes of Social Influence (3)

Prerequisite: Speech Comm 100 or 200. Major theories of communication concerned with influence and persuasion in society. Communication effectiveness through strategic application of theory to affecting change and evaluating appeals for change by others.

333 Communication in Business and the Professions (3)

Prerequisite: Speech Comm 100 or 200. Human behavior, structural demands and communication within organizations. Application of theory and behavioral research as a framework for generating managerial communication competencies such as interviewing, briefings, conference leadership and intergroup coordination.

334 Persuasive Speaking (3) 1000 floreseet in Montag

Prerequisite: Speech Comm 102 or equivalent. Strategies and tactics appropriate to leading social policy persuasive campaigns. Emphasis on analysis of receiver variables, progressive use of persuasive materials, question and answer techniques, and the development of personal influence. Student presentations required.

335 Advanced Argumentation (3)

Prerequisite: Speech Comm 236 or equivalent. Argument as applied to advocacy; logic and evidence as related to analysis of significant issues.

337 Communication in the Legal Arena (3)

Prerequisite: an upper-division writing requirement course. The influence of communication behaviors on civil and criminal judicial processes. A review and evaluation of research into communication variables and legal practices, from interviewing to closing arguments. Courtroom observation required.

338 Intercollegiate Forensics (2)

Prerequisite: consent of instructor. Directed activity in debate and other forensic events. Participation in intercollegiate speech competition is required for credit. May be repeated for credit. (More than 6 hours of classwork for each unit of credit.)

340 Asian American Communication (3)

(Same as Asian Amer 340)

342 America Speaks (3)

Prerequisites: Speech Comm 100, 102 or Political Sci 100; History 110A or 110B. America's story told through the speeches that moved her. In addition to critical evaluation of significant messages, emphasis is placed on what it would have been like to be part of the American audience exposed to famous speeches and speakers.

344 The Anatomy and Physiology of Speech and Hearing (3)

Anatomy and physiology of the speech and hearing mechanism. The processes of respiration, phonation, articulation-resonance, and hearing are included.

345 Communication and Aging (3)

Prerequisite: Speech Comm 100 or consent of instructor.

Communicative changes found in older adults including normal and pathologic changes in the physiological and behavioral aspects.

Topics include diagnosis, rehabilitative strategies, social implications, and health care systems.

350 Speech and Hearing Science (3)

Prerequisites: Speech Comm 241 and 344. Introduction to physiology and acoustics of speech production including voice, resonance, and individual speech segments. Students are introduced to instrumentation for the acoustic and perceptual analysis of speech.

352 Child Language and Phonological Disorders (3)

Prerequisites: Speech Comm 241 or Linguistics 351; Speech Comm 242 and 307. Introduction to language and phonological disorders in children. Emphasis on the speech/language profiles of special populations and contemporary approaches to assessment and intervention. Includes practice in the analysis of child speech/language samples.

360 Nonverbal Communication (3)

(Same as Linguistics 360)

404 Communicative Disorders of the Bilingual/Multicultural Child (3)

Prerequisites: Speech Comm 241, 242, 307, and 352. Comparative analysis of different versus delayed or deviant speech/language development of children from various cultural, ethnic and linguistic backgrounds. Introduction to principles of clinical management of children from culturally diverse populations.

407 Speech-Language Development and Disorders for Educators (3)

Prerequisite: Special Education 371 or 400. Monolingual and bilingual speech-language development and disorders, including characteristics of children with potential speech-language problems and techniques for assisting them in classroom settings.

410 Teaching Language Handicapped Children (3)

Prerequisites: Speech Comm 241, 242, 307, 352 and senior standing. Models for teaching language handicapped children. Includes teaching strategies, classroom management, and curriculum appropriate for language-handicapped children in special and regular classrooms.

413 Communication in Interpersonal Relationships (3)

Prerequisite: Speech Comm 313. Studies of communication in the interpersonal relationship development setting with particular emphasis on current theoretical and methodological issues.

420 Communication Theory (3)

Prerequisite: Speech Comm 200, 300, 308, or graduate standing, or consent of instructor. Analysis of various theories and perspectives on human communication. Attention is paid to understanding basic forms of theories and to developing students' theoretical perspectives on human communication.

422 Applications of Intercultural Communication (3)

Prerequisite: Speech Comm 320. Nature and effects of intercultural communication within multicultural/multinational organizations. Examination of intercultural leadership, negotiation, decision-making, and communication competence. Analysis of and practice in a number of intercultural training approaches.

426 Directing Forensics (3)

Prerequisite: Speech Comm 138, 338, or consent of instructor. This course focuses on philosophies of forensics education, including coaching, judging, and tournament administration. Course content includes discussion of strategies of implementation of these philosophies. Course may be repeated for credit.

430 Classical Rhetoric (3) (3) (2) vytomothu A bras vytolothu A

Prerequisites: six units of upper-division coursework in Speech Communication including Speech Comm 300. Significance of rhetoric and oratory in Greek and Roman intellectual life from the 4th Century B.C. to 300 A.D. Contributors include Protagoras, Isocrates, Plato, Aristotle, Cicero, Quintilian, and Augustine.

431 Rhetorical Dimensions of Sex and Gender (3) 1688 1688 1688

Prerequisites: six units of upper-division communication theory and process coursework. Analysis of rhetorical dimensions of sex and a gender American communication contexts. Explanation and evaluation of the creation and maintenance of masculinity and femininity in colors. American culture from a rhetorical perspective.

432 Contemporary Rhetoric (3)

Prerequisites: six units of upper-division courses in communication theory and process to include Speech Communication 300. The nature of rhetorical theory in the 20th and 21st centuries.

433 Training and Development (3)

Prerequisites: Speech Comm 324 or Speech Comm 326, and Speech Comm 308. Studies of communication in a training and development environment with particular emphasis on learning principles, instructional design, implementation and evaluation of training, and needs assessment.

437 Internship: Speech Communication (3)

Prerequisites: any two of the following courses: Speech Comm 301, 324, 326, 333, 420 or consent of instructor. On-site involvement with communication frameworks as they function in ongoing organizational settings. Working in an organization and seminar activities. Application for internship must be submitted prior to enrollment.

438 Principles of Rhetorical Criticism (3)

Prerequisites: six units of upper-division communication theory and process courses to include Speech Comm 300. Explanation and evaluation of rhetorical experience. Historical modes of criticism, issues in rhetorical criticism, criticism in various contexts and experiences in criticism.

450 Acoustic Phonetics (3)

Prerequisites: Speech Comm 241 or Linguistics 351; Speech Comm 350 or Linguistics 406; or equivalent. Overview of the acoustic characteristics of speech, song, and voice including an introduction to instrumental techniques for examining the acoustics of speech, song, and voice. Practice in the reading and interpretation of sound spectograms. (Same as Linguistics 450).

458 Clinical Practicum: Speech and Language Disorders in Children (3)

Prerequisites: Speech Comm 352 and 476; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan. Supervised experience in the assessment and treatment of children with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

461 Audiology and Audiometry (3)

Prerequisites: Speech Comm 242 and 344. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system including current topics of interest. Partially fulfills the requirements for state audiometrist certificate.

465 Aural Rehabilitation (3)

Prerequisite: Speech Comm 461. Effects of hearing loss on speech and language. Treatment of hearing disorders, including amplification and aural rehabilitation. Presents information on the role of the audiologist and speech-language pathologist in the management of hearing disorders.

468 Audiology Practicum (1)

Prerequisites: Speech Comm 461 and approved Clinical Practicum Plan. Audio-metric evaluations including pure tone testing, hearing aid evaluations, impedance audiometry and report writing. Provides 10-15 clinical clock hours in audiology.

472 Voice and Craniofacial Disorders (3)

Prerequisites: Speech Comm 241, 242, and 344. Disorders of voice; disorders of articulation and resonance caused by orofacial pathology. Includes anatomical and physiological bases, assessment, diagnosis, management, and interdisciplinary aspects.

474 Neurology and Neurogenic Communicative Disorders (3)

Prerequisites: Speech Comm 241, 242, 307, and 344. Anatomy and physiology of the nervous system as they relate to speech, language, hearing, and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech, and dysarthria. Contemporary approaches to assessment and treatment. Lecture, demonstration, and clinical observations.

475 Fluency Disorders (3)

Prerequisites: Speech Comm 241, 242, 307, and 344. Theories of development and remission of stuttering, constitutional and environmental risk factors. Clinical characteristics of stuttering. Contemporary approaches to assessment and treatment. Lecture, demonstration, clinical observations, and exercises.

476 Clinical Methods and Procedures (3)

Prerequisites: Speech Comm 241, 242, 307, 344, 352, and 472, 474 or 475. Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Lecture, demonstration, clinical observations, and supervised clinical experience.

485 Aural Rehabilitation Practicum (1)

Prerequisites: Speech Comm 461, 465, and 458 or 468 or 558A; and approved Clinical Practicum Plan. Supervised rehabilitation of hearing impaired children and adults in on- and off-campus facilities. Provides 10-15 clinical clock hours in aural rehabilitation. Sign language background recommended. Credit/no credit only.

489A Public School Practicum in Communicative Disorders (4)

Prerequisites: Speech Comm 458, 558A, concurrent enrollment in Speech Comm 490; admission to the graduate program in communicative disorders and approved Clinical Practicum Plan; application approved prior to semester of practicum. Meets the directed teaching requirements for the Clinical Rehabilitative Services Credential.

Approximately 100-150 clinical clock hours.

489B Public School Practicum in the Special Class (4)

Prerequisites: Speech Comm 410, 489A and 490 or concurrent enrollment; Reading 480; concurrent enrollment in Special Ed 482A; admission to the graduate program in communicative disorders; approved Clinical Practicum Plan; approved application prior to semester of practicum. Meets the directed teaching requirements of Clinical Rehabilitative Services Credential Special Class Authorization. Minimum of 100 hours of student teaching in the special class.

490 Seminar: Speech & Hearing Service in Schools (2)

Prerequisites: concurrent enrollment in Speech Comm 489A and admission to the graduate program in communicative disorders. Problems and challenges unique to the student clinician in the organization and management of the speech and hearing program in the school. The clinician's role; planning, scheduling, case finding, treatment program reporting and other responsibilities.

492A Proseminar in Speech Communication-Persuasion/Argumentation (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492B Proseminar in Speech Communication-Interpersonal Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492C Proseminar in Speech Communication-Intercultural Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

492D Proseminar in Speech Communication-Organizational Communication (3)

Prerequisite: appropriate junior-level theoretical coursework. Current research topics in the concentration areas of persuasion and argumentation, interpersonal communication, intercultural communication, and organizational communication will be presented.

496 Student-to-Student Tutorials (1-3)

Consult "Student-to-Student Tutorials" in this Catalog for more complete course description.

499 Independent Study (1-3)

Open to upper-division students in speech communication only with signed consent form from department chair. May be repeated for credit.

500 Research in Speech Communication (3)

Prerequisites: Speech Comm 300, 308, or equivalent; admission to M.A. program. Research design and methods used in historical, descriptive and experimental research in speech communication.

510 Seminar in Interpersonal and Relational Communication (3)

Prerequisites: Speech Comm 324, 313 and 420 or consent of instructor. Theoretical and empirical examination of interpersonal and relational communication. Generation of theoretical frameworks and/or heuristic models of concepts and process under investigation.

520 Seminar in Group Communication (3)

Prerequisite: Speech Comm 324. Small group communication theory. Small group variables, methods and outcomes, and group process as a learning tool.

522 Seminar in Intercultural Communication (3)

Prerequisite: Speech Comm 320 or consent of instructor. Review of theory and methodology in intercultural communication research. Specific variables examined include attribution, values, communication competence, and acculturation/adaptation. Practice in completing original research in intercultural communication.

525 Seminar in Organizational Communication (3)

Prerequisites: Speech Comm 324, 326, and 420, or consent of instructor. Theoretical postulates concerning managerial and organizational communication. Research findings and case studies relating to communication determinants and organizational effectiveness. Communicative relationships among individuals, the work unit and the organization.

535 Seminar in Argumentation and Persuasion (3)

Prerequisites: Speech Comm 332, 334, or 335 or consent of instructor. Study of leading theories and empirical research on argumentation and persuasion. Strategies of effective advocacy and compliance-gaining are examined. Course content deals with both laboratory research and applied settings. Ethical issues related to argumentation and persuasion are examined.

536 Seminar in Communication and Rhetorical Theory (3)

Prerequisite: admission to the graduate program in speech communication. An analysis of rhetorical and communication theories. Comparisons and contrasts of the epistemological bases of empirical and humanistic inquiry.

542 Neurologic Bases of Speech and Language (3)

Prerequisite: admission to the graduate program in communicative disorders. Functional neuroanatomy as it relates to speech production and swallowing; the neuropsychologic bases of consciousness, attention, sensation, perception, memory, higher mental functions, and language with emphasis on those aspects most relevant to the speech-language pathologist.

543 Seminar in Dysphagia (3)

Prerequisites: Speech Comm 542; admission to the graduate program in communicative disorders or consent of instructor. Theory and clinical aspects of dysphagia. Includes physiology of normal swallow, etiologies of dysphagia, clinical and instrumental assessment, diagnosis, and management.

544 Seminar in Neurogenic Speech, Language and Cognitive Disorders (3)

Prerequisites: Speech Comm 542; admission to the graduate program in communicative disorders or consent of instructor. Theory and clinical aspects of neurogenic speech, language, and cognitive disorders; includes standardized and informal assessment, differential diagnosis, prognosis, and management, including evaluation of the validity of clinical practice guidelines through the analysis of published research.

554 Seminar in Multicultural Issues in Communicative Disorders (3)

Prerequisites: Speech Comm 404 and admission to the graduate program in communicative disorders. Critical review of current theory and research on the clinical management of clients from culturally/linguistically diverse populations. Includes opportunities for practical applications of research through case study review and laboratory activities.

558A Clinical Practicum: Speech and Language Disorders in Adults (3)

Prerequisites: Speech Comm 472, 474, 475, 476, admission to the graduate program in communicative disorders and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of adults with speech and language disorders. Weekly individual and group conferences. Approximately 25-40 clinical clock hours. May be repeated for credit.

558B Clinical Practicum: Diagnosis in Communicative Disorders (2)

Prerequisites: Speech Comm 476, admission to the graduate blob as program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and diagnosis of speech and language disorders. Development of an understanding of procedures and process of clinical supervision. Approximately 10-20 clinical clock hours. May be repeated for credit.

558C Clinical Practicum: Communicative Disorders and Differences in Individuals from Diverse Backgrounds (3)

Prerequisites: Speech Comm 404; 458 or 558A, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Supervised experience in assessment and treatment of clients from culturally/linguistically diverse populations. Between 10 and 20 clinical clock hours, depending on units. May be repeated for credit.

558D Clinical Practicum: Augmentative Communication and Instrumental Management in Communicative Disorders (2)

Prerequisites: Speech Comm 458 or 558A, 576, or concurrent enrollment, admission to the graduate program in communicative disorders, and approved Clinical Practicum Plan. Practice using software programs and equipment for instrumental assessment and for augmentative and alternative communication. Approximately 5-20 clinical clock hours. May be repeated for credit.

559A Advanced Clinical Practicum: Communicative Disorders (3)

Prerequisites: Speech Comm 458, 542, 558A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 150 clinical clock hours.

559B Advanced Clinical Practicum: Communicative Disorders (1-3)

Prerequisite: Speech Comm 559A; admission to the graduate program in communicative disorders; and approved Clinical Practicum Plan. Advanced clinical practice, under supervision with children and/or adults. Off-campus program in hospitals, clinics, and other rehabilitation facilities. Approximately 50 clinical clock hours per unit. May be repeated for credit.

571 Seminar in Fluency Disorders (3)

Prerequisites: Speech Comm 308, 475, or equivalent. Employs reading assignments, seminars, lectures, and case reviews to enable students to develop a framework for understanding the etiology and maintenance of stuttering and to develop their own approaches to assessment and treatment.

573 Seminar in Voice Disorders (3)

Prerequisites: Speech Comm 472 and admission to the graduate program in communicative disorders. The course reviews the classification of voice disorders (perceptually); examines instrumental assessment of such disorders (acoustically); and emphasizes a comprehensive physiological, perceptual, and acoustic work-up of individual cases.

574 Seminar in Phonological Disorders (3)

Prerequisites: Speech Comm 352 and admission to the graduate program in communicative disorders. Emphasis on developing critical thinking and analytical skills related to current issues in linguistic theories on the assessment and treatment of phonological disorders in children.

576 Seminar in Augmentative and Alternative Communication (3)

Prerequisites: admission to the graduate program in communicative disorders. Historical service delivery approaches; symbol sets and systems; assessment and management strategies for persons with severe physical and speech impairments; advocacy approaches for the disabled.

577 Seminar in Child Language Disorders (3)

Prerequisites: Speech Comm 352 and admission to the graduate program in communicative disorders. Principles of language assessment and intervention based upon psycho-linguistic theory and current research on language disordered children. Emphasis placed on the development of critical thinking and analytical skills related to the assessment and treatment of language disorders in children.

597 Directed Graduate Research (3) (Formerly 596)

Prerequisite: Speech Comm 500. Individual research study, under the supervision of the chair of the student's advisory committee.

598A,B,C Thesis (2,2,2)

Prerequisite: Speech Comm 500. The selection, investigation and written presentation of a selected problem in the field of speech.

599 Independent Graduate Research (1-3)

Open to graduate students only with signed consent form from department chair. May be repeated for credit.

Theatre and Dance of the Arts

DEPARTMENT CHAIR

Susan Hallman

DEPARTMENT OFFICE

Performing Arts 157

DEPARTMENT WEBSITE

http://www.theatre.fullerton.edu

PRODUCTION OFFICE

Performing Arts 126

PROGRAMS OFFERED

Bachelor Arts in Theatre Arts

Liberal Arts

Production/Performance

Acting

Directing

Entertainment Studies

Playwriting

Technical Production/Design

Teaching

Bachelor of Fine Arts in Theatre Arts

Musical Theatre

Bachelor of Arts in Dance

Master of Fine Arts in Theatre Arts

Acting

Directing

Design and Technical Production

Secondary Teaching Credential

FACULTY

Barbara Arms, Joseph Arnold, Marika Becz, Larry Biederman, Evelyn Case, Svetlana Efremova-Reed, Donn Finn, John Fisher, Debra Garcia Lockwood, Bruce Goodrich, Susan Hallman, Mitchell Hanlon, Lawrence Jasper, Robin Johnson, Gladys Kares, Alex MacKenzie, William Lett, Joan Melton, William Meyer, Sallie Mitchell, Debra Noble, Lawrence Peters, Ann Sheffield, James R. Taulli, Jim Volz, Abel Zeballos

INTRODUCTION

The Department of Theatre and Dance undergraduate and graduate programs include the fields of acting, dance, directing, musical theatre, playwriting, technical production and design, and theatre for young audiences. Specifically, the course work and theatrical and dance production activities are arranged to provide opportunities for students (1) to develop an appreciation for theatre arts and dance; (2) to become aware, as audience or participants, of the shaping force of theatre arts and dance in society; (3) to improve the knowledge and skills necessary for work in the theatrical arts profession and careers in dance; (4) to pursue graduate studies; and (5) to prepare for teaching theatre.

Public performance is at the center of the department's programs. Therefore, continuing theatre and dance production activities are essential for all students at California State University, Fullerton, including the undergraduate and graduate theoretical student as well as the undergraduate pre-professional and graduate conservatory student. The program in dance is designed to develop basic technique, ability to perform, and fundamental principles that lead to a fuller appreciation of the art. Within a clear framework of technique and dance studies, students will encounter challenges in both areas. Public performance as well as a sound academic schedule are considered paramount.

The Theatre and Dance Department is accredited by both the National Association of Schools of Dance and The National Association of Schools of Theatre. The theatre undergraduate program ranks among the top 16 schools in the nation according to the Performing Arts Major's College Guide published by Macmillan Books. The dance program is also ranked among such noteworthy programs as Cornell, Duke, Hofstra and Brigham Young Universities.

GENERAL BACHELOR'S DEGREE REQUIREMENTS

The Bachelor of Arts degrees requires a minimum of 120 units and the Bachelor of Fine Arts requires a minimum of 132 units. This includes courses for the major, General Education and any free electives.

The concentration in Liberal Arts in theatre is for those who wish to study theatre as a cultural contribution or who wish to pursue graduate degrees in theatre with an emphasis in theory and research. It is strongly recommended that students electing this plan support the major with approved electives from art, music, foreign languages, literature, philosophy or speech.

Teaching in theatre meets the requirements of the teaching credential with specialization in secondary teaching.

The Bachelor of Fine Arts Degree is designed for those wishing to pursue a career as a professional artist. Currently a concentration in Musical Theatre is offered.

The Bachelor of Arts in Dance is designed to develop competency for pursuing careers in dance or for pursuing a graduate degree in dance. It is strongly recommended that dance majors be prepared to enroll in daily technique classes to meet the demands of choreographic and performance challenges.

In addition to the requirements listed below for the major, students must meet the university requirements for general education. Students pursuing a concentration in Teaching must meet all specific requirements for the desired teaching credential. See description of secondary school teaching credential program under Department of Secondary Education. In addition, students pursuing the Teaching concentration should see the department's secondary education adviser

regarding course sequence required for the single subject waiver in English.

To qualify for a B.A. or B.EA. degree with a major in theatre or dance, students must have a *C* or better in all theatre, dance or music courses required for the degree. In addition to course requirements, all theatre and dance majors will enroll for two units of Theatre 478B each semester of residency up to a maximum of eight semesters. All dance majors are strongly encouraged to enroll in Dance 478A Performance each semester.

Theatre 477 with a grade of C or better fulfills the upper-division writing requirement for theatre majors. Dance 325 with a grade of C or better fulfills the upper-division writing requirement for dance majors.

Theatre 200, or its equivalent, is a prerequisite for all upper-division theatre courses with the exception of Theatre 478A,B. Transfer students may take Theatre 200 concurrently with their first semester of upper-division courses. Prior to entering their junior year, or upon transferring to Cal State Fullerton, all students electing an Acting emphasis under the Production/ Performance concentration, a Musical Theatre concentration under the B.F.A., or the major in Dance will be evaluated and advised as to potential for advancement in the emphasis or major. Auditions are held only at the end of the Spring Semester for entrance into the junior level performance classes. Students should contact the department regarding audition requirements.

BACHELOR ARTS IN THEATRE ARTS

LIBERAL ARTS CONCENTRATION

Lower-Division Core (12 units)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3)

Upper-Division Core (21 units)

Theatre 351 Theatre Management (3)

Theatre 370A Fundamentals of Directing (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 475A,B,C World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Electives (24 adviser-approved units)

Acting/Directing (3-9 units minimum)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 263B Acting I: Majors (3)

Theatre 350 Stage Management (2)

Theatre 363A Acting II: Majors (3)

Theatre 370B Fundamentals of Directing (3)

Theatre 470A Advanced Directing (3)

Technical Theatre and Design (3-9 units minimum)

Theatre 279 Drafting for the Theatre (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Theatre 377 Costume Design (3)

Theatre 387 Audio Techniques (3)

Theatre 388 Period Style and Form for the Theatre (3)

Theatre 486 Advanced Lighting Design (3)

Theatre 487 Advanced Audio Techniques (3)

Theatre 488 Advanced Design and Production (3)

Upper-Division Electives (12 adviser-approved units)

PRODUCTION/PERFORMANCE CONCENTRATION

Acting Emphasis

Students in the Acting Emphasis must take Theatre 110 Oral Communication of Literature (3) to fulfill General Education category I.A.

Lower-Division (21 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Six units selected from:

Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Upper-Division (36 units required)

Theatre 310 Oral Interpretation of Shakespeare (3)

Theatre 363A,B Acting II: Majors (6)

Theatre 370A Fundamentals of Directing (3)

Theatre 463A,B Acting III: Majors (6)

Theatre 475A,B,C World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 482A,B Acting IV: Camera Techniques for Actor and Director (3,3)

Directing Emphasis Lower-Division (24 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3) or Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (35 units required)

Theatre 350 Stage Management (2)

Theatre 351 Theatre Management (3)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 470A,B Advanced Directing (6)

Theatre 475A,B,C and E World Theatre (12)

Theatre 477 Seminar in Writing Critical Techniques (3)

All theatre majors with an emphasis in directing must assistant stage manage a production either prior to or concurrently with Theatre 470A, Advanced Directing, and must stage manage a production prior to graduation.

Entertainment Studies Emphasis

Lower-Division (12 units)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276A Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3)

OR Theatre 285 Theatrical Makeup (3)

Upper-Division (35 units)

Theatre 346 Introduction to Entertainment and Tourism Studies (3)

Theatre 350 Stage Management (3) Management (3) Molarida and J

Dance 301 Dance and Cultural Diversity (3)

OR Theatre 383 Drama into Film

Theatre 351 Theatre Management (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 451 Theatre Production Management (3)



Theatre 475A,C,E World Theatre (3,3,3)

Theatre 477 Seminar in Writing Critical Techniques

Theatre 449 Capstone in Entertainment and Tourism Studies

Theatre 495 Theatre
Internship (3)

Business Electives (6 units from the following)

Accounting 201A Financial Accounting (3)

Management 246 Business and Its Legal Environment (3)

Management 446 Entertainment Business Law (3)

Communications Electives (6 units from the following)

Speech Comm 220 Interpersonal Conflict Management (3)

Communications 233 Mass Communication in Modern Society (3)

Communications 350 Principles of Advertising (3)

Communications 361 Principles of Public Relations (3)

Playwriting Emphasis

Students in the Playwriting Emphasis must take Theatre 110 Oral Communication of Literature to fulfill General Education Category I.A.

Lower-Division (12 units required)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (41 units required)

Theatre 350 Stage Management (2)

Theatre 364 Seminar in Playwriting (3,3)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 464 Advanced Playwriting (3)

Theatre 470A,B Advanced Directing (6)

Theatre 475A,B,C, and E World Theatre (12)

Theatre 477 Seminar in Writing Critical Techniques (3)

Technical Production/Design Emphasis

Lower-Division (21 units required)

Theatre 200 Art of the Theatre (3)

Theatre 263A Acting I: Majors (3)

Theatre 276 Introduction to Stagecraft (6)

Theatre 277 Introduction to Costume Design (3)

Theatre 279 Drafting for the Theatre (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (30 units required)

Theatre 370A Fundamentals of Directing (3)

Theatre 377 Costume Design (3)

OR Theatre 388 Period Styles and Form for the Theatre (3)

Theatre 379 Drawing and Rendering (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 387 Audio Techniques (3)

Theatre 475A,B,C and H World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 488 Advanced Design and Production (3)

Adviser-Approved Electives (9 units) chosen from:

Theatre 350 Stage Management (2)

Theatre 476 Scenery Automation and Rigging (3)

Theatre 485 Advanced Theatre Makeup (3)

Theatre 486 Advanced Lighting Design (3)

Theatre 487 Advanced Audio Techniques (3)

Theatre 488 Advanced Design and Production (3)

TEACHING CONCENTRATION (SINGLE SUBJECT)

Lower-Division (27 units required)

Theatre 141A,B Voice/Movement for Stage I (6)

Theatre 200 Art of the Theatre (3)

Theatre 263A,B Acting I: Majors (6)

Theatre 276 Introduction to Stagecraft (3)

Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Theatre 288 Introduction to Scene Design (3)

Upper-Division (29 units required)

Theatre 350 Stage Management (2)

Theatre 370A,B Fundamentals of Directing (6)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 402B Dramatic Activities for Children (3)

Theatre 470A Advanced Directing (3)

Theatre 475A,C,E World Theatre (9)

Theatre 477 Seminar in Writing Critical Techniques (3)

OR English 301 Advanced College Writing (3)

Theatre Education majors are required to complete the Waiver Program in English.

BACHELOR OF FINE ARTS IN THEATRE ARTS MUSICAL THEATRE CONCENTRATION

This degree is for students who desire a professionally oriented education and training in musical theatre. Only those who exhibit exceptional talent, motivation, and commitment will be admitted to the program.

Prior to entering the junior year, or upon transferring to Cal State Fullerton, all students electing a major in musical theatre will be auditioned, evaluated, and advised as to potential for advancement in the major.

All applicants for the B.F.A. degree must complete the following for entry into the degree program: Theatre 141A,B, Theatre 200, and Theatre 263A,B or equivalent, with a minimum grade of B in each course and an audition which shall consist of acting, singing, and dance.

In addition to the requirements listed below for the major, students must meet the university requirements for a baccalaureate degree.

Music 101 Music Theory for Non-Music Majors (3) must be taken to fulfill General Education Category III.B.1.

All degree candidates must:

- 1. prove competency in piano.
- 2. achieve a 300 level in voice juries.
- audition for and be available for casting in all Department of Theatre and Dance musical theatre productions.
- crew one show per semester to a maximum of eight units in Theatre 478B.

Lower-Division (21 units required)

Theatre 181 Basic Music Reading and Sight-Singing (1)

Theatre 236A,B Fundamentals of Musical Theatre Performance (2,2)

Theatre 241A Advanced Voice/Movement (2)

Theatre 285 Theatrical Makeup (3)

Technical Theatre Course:

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Theatre 276 Introduction to Stagecraft (3)

OR Theatre 277 Introduction to Costume Design (3)

OR Theatre 288 Introduction to Scene Design (3)

Dance 212 Ballet II (2)

Dance 232 Jazz II (2)

Dance 242 Tap Dance II (2)

Theatre 193, 293 Individual Voice Instruction (1,1)

Upper-Division (42 units required)

Theatre 363A,B Acting II: Majors (3,3)

Theatre 370A Fundamentals of Directing (3)

Theatre 436A,B Musical Theatre Workshop (3,3)

Theatre 437 Musical Theatre Practicum (3)

Theatre 475A,B, or C World Theatre (3,3)

Theatre 475E World Theatre (3)

Theatre 477 Seminar in Writing Critical Techniques (3)

Theatre 497 Production and Performance Projects in Theatre (1,1,1,1)

Dance 336 Dance for Musical Theatre (3,3)

Theatre 393, 493 Individual Voice Instruction (1,1)

Electives in the discipline of musical theatre (3 units required)

Chosen from:

Dance 126 Dance Improvisation (2)

Dance 312 Ballet III (3)

Dance 332 Jazz III (3)

Music 184B Piano Class for Non-Music Majors (1)

Music 365V Vocal Workshop (1)

Theatre 310 Oral Interpretation of Shakespeare (3)

Theatre 437A,B Musical Theatre Practicum (3,3)

Theatre 443 Audition and Rehearsal Processes (3)

Theatre 463A,B Acting III: Majors (3,3)

Theatre 482 Acting IV: Camera Techniques for Actor and Director (3)

Theatre 483 Advanced Acting Workshop (3)

All dance technique courses maybe repeated for credit upon advisor recommendation.

BACHELOR OF ARTS IN DANCE

Lower-Division (11 Units Required)

Dance 122 Modern Dance I (2)

Dance 126 Dance Improvisation (2)

Dance 212 Ballet II (2)

Dance 222 Modern Dance II (2)

Dance 226 Rhythmic Analysis (3)

Upper-Division (38 Units Required)

Dance 301 Dance and Cultural Diversity (3)

Dance 312 Ballet III (2)

Dance 322 Modern Dance III (2)

Dance 323A,B Dance Composition (3,3)

Dance 324 Forces and Figures in Dance (3)

Dance 325 Dance Theory and Criticism (3)

Dance 372 Dance Kinesiology (3)

Dance 412 Ballet IV (3)

Dance 422 Modern Dance IV (3)

Dance 423 Advanced Dance Composition (3)

Dance 424 Dance Pedagogy (2)

Dance 471 Creative Dance for Children (3)

Dance 478A Production and Performance (2)

Electives (8 Units Required)

With the approval of the appropriate departmental adviser, students complete a minimum of eight elective units, including at least one course from each category below:

Category I:

Art 101 Introduction to Art (3)

Dance 142 Tap Dance I (2)

Dance 213 Classical Pointe (2)

Dance 232 Jazz II (2)

Dance 242 Tap Dance II (2)

Dance 332 Jazz III (3)

Dance 478A Production and Performance (2)

Dance 497 Production and Performance Projects in Dance (1-3)

Music 100 Introduction to Music (3)

Theatre 100 Introduction to the Theatre (3) matter an appropriate 101

Theatre 163 Acting for Non-Majors (3)

Kinesiology 381 Sports, Games and Culture (3)

Computer Science 103 Introduction to Personal Computer Applications (3)

Category II:

Theatre 277 Introduction to Costume Design (3)

Theatre 285 Theatrical Makeup (3)

Theatre 386 Fundamentals of Lighting Design (3)

Theatre 387 Audio Techniques (3)

MASTER OF FINE ARTS IN THEATRE ARTS (DESIGN AND TECHNICAL PRODUCTION, ACTING AND DIRECTING)

This degree is for students who desire a professionally oriented education and training in design and technical production, acting, and directing. It is the objective of the department to educate and train highly skilled, motivated individuals for careers in professional theatre (including television and film) or for careers as artist-teachers in college or university theatre. Only those who demonstrate an exceptional talent, a high degree of motivation, and a deep commitment to their education and training will be admitted into the program. The highest academic and creative standards will be demanded throughout the program. A positive attitude and a rigid sense of theatre discipline are essential for success in the program.

The degree requires 60 units of approved course work. Based on a student's previous undergraduate or professional experience, substitutions or revisions in the study plan might be appropriate. Average length of time to complete the program is three years.

At the end of each semester of the first year, each M.F.A. candidate shall be evaluated by a faculty committee. The committee has the authority to retain, dismiss, or place candidates on probation.

Application Deadlines

Applications for the Directing and Acting Concentrations are accepted in the fall semester only in even numbered years (i.e. Fall 2004, 2006, etc.). Applications for the Technical Production Concentration are accepted every fall semester. Applications need to be postmarked no later than March 1st. This deadline may change based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/.

Admission to Graduate Standing: Classified

Prerequisites for admission to the program and granting of classified standing are:

- B.A., B.F.A. or M.A. from an accredited college or university with
 a major in theatre; or a degree in a related field and extensive work
 in technical design and production, acting, or directing.
- Completion of an oral interview and satisfactory review of the student's portfolio or audition.
- 3. Acceptance by the faculty.
- 4. Minimum GPA of 3.0 in all upper-division undergraduate work in theatre. A minimum GPA of 2.75 for the last half of the undergraduate program is also required.
- Completion of any additional prerequisites which may be required by the student's individual committee prior to classification.
- Selection of a graduate adviser and committee. Total committee
 membership should be three or four faculty members, including
 the adviser.
- Submission of a formal M.F.A. study program approved by the individual committee, the department graduate adviser and the dean of graduate studies.
- 8. Must meet the Graduate Writing Requirement.

Admission to Graduate Standing: Conditionally Classified

Students who do not meet certain prerequisites may be considered for admission in conditionally classified graduate standing. Consult the graduate program adviser.

STUDY PLAN - ACTING

Course Requirements (60 units)

Theatre 443 Audition and Rehearsal Processes (3)

Theatre 500 Intro to Graduate Study in Theatre (3)

Theatre 541 Voice and Movement for the Actor (8)

Theatre 543 The Performer and the Professional Theatre (3)

Theatre 563 Acting Studio (16)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 570A,B Styles of Directing/Performance (6)

Theatre 582A,B Camera Techniques for the Actor and Director (3,3)

Theatre 583 Graduate Seminar: Acting (3)

Theatre 597 Projects (Two) (3,3)

Adviser-Approved Elective (3)

M.F.A. Projects in Acting

The M.F.A. in Acting requires the completion of two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects, which shall be performances in major departmental productions, shall be approved by the individual's committee. In addition, the program will culminate in a project book submitted by the M.F.A. candidate to the individual's committee. The project book will clearly and objectively articulate the development of the candidate's process as an actor based on the various experiences in and materials discovered through both classroom and performance.

STUDY PLAN - DIRECTING

Course Requirements (60 units)

Theatre 470A Advanced Directing (3)

Theatre 470B Advanced Directing (3)

Theatre 500 Introduction to Graduate Study in Theatre (3)

Theatre 541 Voice and Movement for the Actor (2)

Theatre 563 Acting Studio (4)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 570A,B Styles of Directing/Performance (12)

Theatre 575 Seminar in Theatre History (3)

Theatre 582A,B Camera Techniques for the Actor and Director (6)

Theatre 583 Graduate Seminar: Acting (3)

Theatre 597 Projects (3,3)

Adviser-approved electives (includes 6 units technical coursework) (12 units)

M.F.A. Projects in Directing

The M.F.A. in Directing Program requires the completion of three creative projects, which have been approved by the individual's committee and which by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects shall be mounted and presented by the Department of Theatre and Dance as a portion of its production program. The program shall culminate in a project book submitted by the M.F.A. candidate

to the individuals committee. The project book will clearly and objectively articulate the process of formulating the final mainstage project from initial concept to critical reaction, utilizing experiences and material discovered through both classroom participation and the development of the production.

STUDY PLAN - DESIGN AND TECHNICAL PRODUCTION

Students should concentrate their activities in two of the following four technical theatre areas during their three year course of study: scene design, costume design-makeup, lighting-sound, and technical production.

Course Requirements (60 units)

All of the following (9 units):

Theatre 500 Introduction to Graduate Study (3)

Theatre 565 Dramatic Textual Analysis (3)

Theatre 575 Seminar in Theatre History (3)

Three from the following (9 units):

Theatre 566 Seminar in Technical Production (3)

Theatre 577 Graduate Seminar: Costume Design (3)

Theatre 578 Graduate Seminar: Scene Design (3)

Theatre 586 Graduate Seminar: Lighting Design (3)

Four enrollments in the following (24 units):

Theatre 588A,B Graduate Projects in Design and Technical Theatre (3/3, 3/3, 3/3, 3/3)

Adviser-approved units from technical courses in theatre, art or engineering (12 units)

Creative project in two of the four technical areas: Theatre 597
Project (3) (6 units)

M.F.A. Projects in Design

The M.F.A. Program in Design and Technical Production shall be culminated by two creative projects which, by their nature, are of sufficient challenge and complexity to be accepted as worthy completion of the period of study. These projects are determined by the individual committee and shall be design assignments for major productions. Each project shall be reviewed by the individual committee within two weeks after completion. If accepted, the student shall submit a project book within a specified time.

DANCE COURSES

Courses are designated as DANC in the class schedule.

101 Introduction to Dance (3)

Historical and contemporary dance forms. Experiences in various dance forms such as ballet, modern, jazz, folk, ethnic, mime.

Recommended for non-majors.

112 Ballet I (2)

The fundamental structure and technique of beginning classical ballet. May be repeated once for credit. (4 hours activity)

122 Modern Dance I (2)

The fundamental structure and technique of beginning modern dance. May be repeated once for credit. (4 hours activity)

126 Dance Improvisation (2)

Theory and practice of improvisation in movement. Practical use of improvisation in expressing imagery, developing choreographic concepts, and enhancing performance. (4 hours activity)

132 Jazz I (2)

Modern jazz dance techniques and basic jazz choreography. (4 hours activity)

142 Tap Dance I (2)

Structure and technique of tap dance and tap choreography.

(4 hours activity)

212 Ballet II (2)

Prerequisite: Dance 112 or consent of instructor. Intermediate level technique of classical ballet. May be repeated once for credit. (4 hours activity)

213 Classical Pointe (2)

Prerequisites: Dance 212 or 312 or equivalent level of proficiency and consent of instructor. Technique for basic beginning pointe work and building performing strength. May be repeated once for credit. (4 hours activity)

222 Modern Dance II (2)

Prerequisite: Dance 122 or consent of instructor. Intermediate level modern dance technique. May be repeated for credit. (4 hours activity)

226 Rhythmic Analysis (3)

Prerequisites: Dance 126, 212, 222 or consent of instructor. Musical form and structure as it pertains to dance and choreography; musically notating dance rhythms and percussion accompaniment.

232 Jazz II (2)

Prerequisite: Dance 132 or consent of instructor. Intermediate level skills in jazz technique and choreography. (4 hours activity)

242 Tap Dance II (2)

Prerequisite: Dance 142 or consent of instructor. Intermediate skills in tap technique and choreography. (4 hours activity)

301 Dance and Cultural Diversity (3)

Prerequisite: Dance 101 or consent of instructor. Impact of various dance forms, from primitive time to modern, on diverse cultures. Contributions of immigrants, minorities and women to dance as a personal, social and cultural expression.

312 Ballet III (2)

Prerequisite: Dance 212 and/or consented placement test. A study of classical ballet technique at the second stage of the intermediate level. Classical ballet technique with emphasis on complex combinations. Study of elements of technique and theory. May be repeated for credit. (4 hours of activity)

322 Modern Dance III (2)

Prerequisite: Dance 222 and/or consented placement test. A study of modern dance technique at an advanced intermediate level. A more detailed study of technical theory with emphasis on more complex combinations. May be repeated for credit. (4 hours of activity)

323A Dance Composition (3)

Prerequisites: Dance 126, 212, 222 or consent of instructor. Study of choreography and forms of beginning dance composition. Final project required. (6 hours activity).

323B Dance Composition (3)

Prerequisite: Dance 323A or consent of instructor. Study of choreography and forms of intermediate dance composition. Final project required. (6 hours activity)

324 Forces and Figures in Dance (3)

Prerequisites: Dance 301 and 323A. The study of dance history from primitive to contemporary times including historical eras, famous dancers, choreographers and companies.

325 Dance Theory and Criticism (3)

Prerequisites: Dance 323B and 324. The study of dance theory and philosophy, choreographic styles published reviews, critique writing. Fulfills the course requirement for the university upper-division baccalaureate writing requirement for dance majors.

332 Jazz III (3)

Prerequisite: Dance 232 or consent of instructor. Advanced jazz techniques and choreography through grade three of professional jazz dance. The relation of jazz to other forms of dance. (6 hours activity)

336 Dance for Musical Theatre (3)

Prerequisites: Dance 112, 132, and audition, or consent of instructor. Dance utilized in musical theatre. Ensemble and individual approaches to the style. May be repeated for credit. (6 hours activity)

372 Dance Kinesiology (3)

Prerequisites: Dance 126, 212 and 222. Structural aspects of the bluman body and factors that affect movement in dance.

412 Ballet IV (3)

Prerequisites: Dance 212, 312 or consent of instructor, Stylization and performance of the advanced level of classical ballet. May be repeated once for credit. (6 hours activity)

422 Modern Dance IV (3)

Prerequisite: Dance 322 and/or placement test. Advanced level skills in modern dance. Emphasis on individual techniques. May be repeated for credit. (6 hours activity)

423 Advanced Dance Composition (3)

Prerequisite: Dance 323A,B or equivalent. Elements and forms in dance composition. The choreographing of dances of concert quality.

(6 hours activity)

424 Dance Pedagogy (2)

Prerequisites: Dance 112, 222, 226, 323A, 372, and consent of instructor. Philosophies, techniques and methods for developing progressions in dance instruction.

471 Creative Dance for Children (3)

Prerequisite: upper-division standing. Methods and materials for teaching creative dance to children.

478A Production and Performance (2)

(Same as Theatre 478A)

497 Production and Performance Projects in Dance (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: upper-division standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

THEATRE COURSES

Courses are designated as THTR in the class schedule.

100 Introduction to the Theatre (3)

For the general student leading to an appreciation and understanding of the theatre as an entertainment medium and as an art form.

Recommended for non-majors.

110 Oral Communication of Literature (3)

The analysis and performance of literary works through the medium of oral interpretation. An emphasis upon understanding the content of communication in literature as well as the form. An exploration of the techniques involved in the discovery, critical evaluation and performance of various literary speakers. Meets the General Education requirement in Oral Communication for Theatre/Dance majors.

141A Voice/Movement for Stage I (3)

Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. Includes study of phonetics and anatomy. May be repeated once for credit.

141B Voice/Movement for Stage I (3)

Prerequisite: Theatre 141A. Intensive training in the integral use of the voice and body for the actor; developing skills for vocal and physical relaxation, flexibility, and strength. May be repeated once for credit.

163 Acting for Non-Majors (3)

The form and content of acting: improvisation, action, motivation, and behavior. Recommended for non-majors. (6 hours activity)

181 Basic Music Reading and Sight Singing (1)

Practical skills in music reading and sight-singing. Fundamentals of voice production for the musical theatre.

193 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

200 Art of the Theatre (3)

Study of scripts with emphasis on dramatic analysis and cultural significance. Required of all theatre majors.

236A Fundamentals of Musical Theatre Performance (2)

Introduction to materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit.

236B Fundamentals of Musical Theatre Performance (2)

Prerequisites: Theatre 141A, 200, 236A, and audition. Continued study of materials, exercises, techniques and the preparation of audition portfolio for performance in musical theatre. May be repeated for credit.

241A,B Voice/Movement for Stage II (2,2)

Prerequisites: Theatre 141A,B. Continuation of intensive voice/movement training for the actor; strong focus in movement and stage dialects for extension of range and availability, and for character development. Each may be repeated once for credit.

263A Acting I: Majors (3)

Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

263B Acting I: Majors (3)

Prerequisites: Theatre 200, 141A,B and 263A. Improvisations, exercises, and techniques of acting for the stage. Motivation and behavior in characterization. (6 hours activity)

276 Introduction to Stagecraft (3)

Planning and construction of stage and television scenery. Use of tools and stage equipment. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity) (CAN DRAM 12)

277 Introduction to Costume Design (3)

Exploration of design fundamentals, including drawing, play analysis, fabric selection, construction techniques and hypothetical design projects. (6 hours activity)

279 Drafting for the Theatre (3)

Prerequisite: 276. Drafting and reading of technical drawings. Work in the scene shop for department productions is required. May be repeated for credit. (6 hours activity)

285 Theatrical Makeup (3)

Makeup for stage and television. Individual skill in character analysis, application in pigment, plastic, hair, makeup, and selection and use of makeup equipment. (6 hours activity) (CAN DRAM 14)

288 Introduction to Scene Design (3)

Scene design, including script analysis, formation of visual concepts, floor plan development and model building for stage and camera.

(6 hours activity)

293 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

310 Oral Interpretation of Shakespeare (3)

Prerequisite: upper-division standing; Theatre 110 or consent of instructor. Development of techniques for oral interpretation of Shakespeare with special emphasis on the problems of verse.

311 Oral Interpretation of Children's Literature (11 gallo). 81.54 (Formerly Theatre 411) (3)

Oral presentation of children's literature in classroom, recreation and home situations including individual and group performance of fiction, non-fiction, fantasy and poetry. Not available for graduate degree credit.

315 Chicano/Latino Theatre (3)

(Same as Chicano Studies 315)

320 Theatre and Issues in American Society (3)

Prerequisite: completion of General Education Category III.B.1, Introduction to the Arts. The study and analysis of modern and contemporary literature and productions of comedies, dramas and musicals that examine current social problems to establish an experiential view of living in today's world.

341A,B Voice/Movement for Stage III (2,2) In the agricultural and appropriate

Prerequisites: Theatre 241 A,B. Process oriented advanced work in stage voice/movement for the actor. Extended vocal techniques, integration of voice/movement with acting/directing perspectives.

Each may be repeated once for credit.

346 Introduction to Entertainment and Tourism Studies (3)

(Same as Comm 346)

350 Stage Management (2) approximated processed and proces

Corequisite: Theatre 370A. Backstage management, including interrelationships of production personnel for stage and television.

351 Theatre Management (Formerly 250) (3)

Prerequisite: junior or senior standing. An overview of theatre producing, audience development, fund raising, business management; arts management principles and organization. Participation in College of the Arts management work required. (6 hours activity)

363A Acting II: Majors (3)

Prerequisites: Theatre 200, 141A,B, 263A,B and audition.

Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

363B Acting II: Majors (3)

Prerequisites: 363A and audition. Characterization; roles, special problems, and application of acting techniques through exercises and two-character scenes from the contemporary theatre. (6 hours activity)

364 Seminar in Playwriting (3) A 1994 A 1994

Prerequisites: evidence of interest in creative writing and consent of instructor. Study of superior models, development of style, and group criticism and evaluation of independent work, as it relates to playwriting. May be repeated for credit.

370A Fundamentals of Directing (3)

Prerequisite: Theatre 263A or consent of instructor. Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes. (6 hours activity)

370B Fundamentals of Directing (3)

Prerequisites: Theatre 263A and 370A, or consent of instructor.

Prerehearsal problems and procedures, structural analysis of plays, composition, picturization, pantomimic dramatization, movement and rhythm on stage and in television. Practice in directing scenes.

(6 hours activity)

377 Costume Design (3)

Advanced work in the design process involving research, costume history and fundamentals of cutting and draping.

379 Drawing and Rendering (3)

Scenic and costume sketching and rendering for communication between production director and designers. Full scale costume and progressive painting required. Theoretical and actual production idea presentation and execution. (6 hours activity)

383 Drama into Film (3)

Prerequisite: Completion of General Education Category III.B.1,
Introduction to the Arts. A critical examination of films adapted from plays. Interpretation and evaluation of the techniques and structure employed in presenting dramatic literature in theatrical and film performance. Intended primarily for non-theatre majors; may be used as a theatre-major elective.

386 Fundamentals of Lighting Design (3)

Theories of lighting for stage and camera productions. Work on good departmental productions is required. (6 hours activity)

387 Audio Techniques (3)

Practice necessary to integrate live and recorded sound into performing arts productions. Recording, reproduction and studio techniques. (6 hours activity)

388 Period Styles and Form for the Theatre (3)

Visual survey through lecture and slides of architecture, interior design and furniture from ancient to modern times. Provides necessary basis for advanced design course.

393 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of four semesters. Instructional fee required. May be repeated for credit.

402A Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Sense memory, movement/mime, dialogue, characterization, dramatization, (6 hours activity)

402B Dramatic Activities for Children (3)

Prerequisite: junior or senior standing. Creative dramatics as a tool for building and developing creative and socialized processes in children. Teaching techniques including concentration, imagination, dramatization, and improvisation for adolescents. (6 hours activity)

403A Theatre for Young Audiences (3)

Theatrical production for an audience of children. Philosophy, theory and practice. (6 hours activity)

403B Theatre for Young Audiences (3)

Prerequisite: 403A or consent of instructor. Theatrical production for an audience of children. Application of production principles.

(6 hours activity)

436A Musical Theatre Workshop (3)

Prerequisites: Theatre 363B, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Large group and solo work.

436B Musical Theatre Workshop (3)

Prerequisites: Theatre 363B; 436A, Dance 336, and audition. Roles and excerpts from musical theatre: the musical, dramatic, language and dance techniques. Scenes and musical numbers in workshop. Small group and audition material preparation.

437A Musical Theatre Practicum (3)

Prerequisites: Theatre 236A,B; 263A,B; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. May be repeated once for credit.

437B Musical Theatre Practicum (3)

Prerequisites: Theatre 236A,B; 263A,B;437A; Dance 232 and audition. Development and preparation of musical theatre materials for small, medium and large group presentations. Performances of prepared materials. Application of performance principles to auditions. May be repeated once for credit.

443 Audition and Rehearsal Processes (3)

Prerequisites: Theatre 363A,B. Auditioning and rehearsal processes for professional work in theatre, television and film. Includes techniques for selecting material and performance preparation. (6 hours activity)

449 Capstone in Entertainment and Tourism Studies (3)

(Same as Communications 449)

451 Theatre Production Management (3)

Prerequisite: Theatre 351 or consent of instructor. Examines theatrical producting, entertainment production, and overall production management. Includes production research, a study of historical and current theatrical methods, and practical experience in day-to-day production management duties.

463A Acting III: Majors (3)

Prerequisites: Theatre 310, Theatre 363A,B and audition. Historical theories and techniques of styles of acting—Greek through renaissance periods. (6 hours activity)

463B Acting III: Majors (3)

Prerequisite: Theatre 463A and audition. Historical theories and techniques of styles of acting—The neoclassic periods to contemporary styles. (6 hours activity)

464 Advanced Playwriting (3)

Prerequisite: Theatre 364. Advanced study in the writing and analysis of dramatic texts.

470A Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs a one-act play. (6 hours activity)

470B Advanced Directing (3)

Prerequisites: Theatre 288, 350, and 370A,B, and consent of instructor. Readings in theory, analysis of scripts and practice in directing plays for their oral and visual value as theatre. Each student directs two one-act plays or equivalent. (6 hours activity)

475A,B,C,E World Theatre (3,3,3,3)

Prerequisite: Theatre 200 and junior standing. An historical examination of significant developments in World Theatre and drama from the origins to 1650.

476 Scenery Automation and Rigging (3)

Prerequisites: Theatre 276, 279, Theatre 288 and consent of instructor. Evolution, theory and implementation of mechanics and rigging for the stage. Emphasis on current practices and future implications.

477 Seminar in Writing Critical Techniques (3)

Prerequisite: Theatre 200. Practical criticism as applied to local dramatic productions. Fulfills the university upper-division baccalaureate writing requirement for theatre arts majors.

478A Production and Performance (2)

Performing in stage or camera productions. (More than 6 hours activity) (Same as Dance 478A)

478B Production and Performance (2)

Technical crew work on stage or camera performances. One section of 478B per semester required of all theatre and dance majors as well as non-majors cast in theatre and dance department productions.

(More than 6 hours activity)

479 Computer Aided Design For Theatre Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288, 379, 386, and consent of instructor. Advanced theatre design and technical production with emphasis on the computer as a design and drafting tool. Applications include Minicad 6.01 and Painter 4.0. This course may be repeated for credit.

482A Acting IV: Camera Techniques for Actor and Director (3)

Prerequisites: Theatre 363A,B or Theatre 370 A,B. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Development of camera acting/directing techniques. (6 hours activity)

482B Acting IV: Camera Techniques for Actor and Director (3)

Prerequisite: Theatre 482A. The adaptation of stage acting/directing techniques for the camera, audition, rehearsal and final performance project, utilizing studio equipment. Production of varied dramatic presentation for broadcast. (6 hours activity)

483 Advanced Acting Workshop (3)

Prerequisites: Theatre 463A,B and audition. Extensive scene study, based on particular needs and problem areas of the advanced acting student. (6 hours activity)

485 Advanced Theatre Makeup (3)

Prerequisite: Theatre 285. Problems in makeup including special techniques and materials: prosthetics, hairpieces, and masks for stage and television productions. May be repeated once for credit. (6 hours activity)

486 Advanced Lighting Design (3)

Prerequisites: Theatre 386 or consent of instructor. Design and technology of lighting for the stage and television. (6 hours activity) May be repeated for credit.

487 Advanced Audio Techniques (3)

Prerequisite: Theatre 387 or consent of instructor. Advanced problems in the design and technology of live and recorded sound used in the performing arts. (6 hours activity)

488 Advanced Design and Production (3)

Prerequisites: Theatre 276, 277, 279, 288 and consent of instructor Advanced design, coordination of scenery and/or costume design projects for various theatres and television. May be repeated for credit.

493 Individual Voice Instruction (1-2)

Prerequisite: jury recommendation. Individual voice study with approved instructor. Emphasis on technique and repertoire. B.F.A. Musical Theatre Majors must register for one unit each semester of residency up to a maximum of 4 semesters. Instructional fee required. May be repeated for credit.

495 Theatre Internship (3)

Prerequisite: consent of appropriate faculty supervisor. Supervised work experience in all areas of theatre to expand the dimensions of the classroom by integrating formal academic training with direct application. Periodic seminar meetings to discuss work.

497 Production and Performance Projects in Theatre (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Projects which culminate in production or performance. May be repeated for credit.

499 Independent Study (1-3)

Prerequisites: junior or senior standing and consent of instructor; application form with appropriate signatures must be on file in department office prior to registration. Undergraduate research projects. May be repeated for credit.

500 Introduction to Graduate Study in Theatre (3)

Methodological problems in graduate research. Location of source materials, including library and original data; interpretation of research and practice in scholarly writing. Must be taken the first semester after admission to graduate study.

541 Voice and Movement for the Actor (2)

Prerequisite: audition. Corequisite: Theatre 563 Development and conditioning of the actor's voice and body, with an emphasis upon understanding and transforming the actor's use of his/her vocal and physical instrument. Required of first and second year M.F.A. students. May be repeated for credit.

543 The Performer and the Professional Theatre (3)

Prerequisite: Theatre 443 and audition. Continues techniques and strategies used by the performer in accessing the professional environments of live theatre, film, and television, including the selection, preparation and performance of dramatic material for a professional acting showcase.

563 Acting Studio (4)

Prerequisite: audition. Re-creation and interpretation of roles utilizing period and contemporary dramatic literature, interrelating voice, movement, characterization and period style acting. Enrollment limited to M.F.A. students. May be repeated for credit.

565 Dramatic Textual Analysis (3)

Prerequisite: graduate standing. The process of translating a dramatic text to theatrical production, with an emphasis upon the techniques of perception, imagination, and integration used by the theatrical artist in developing a concept and determining specific performance choices.

566 Seminar in Technical Production (3)

Prerequisite: consent of instructor. Advanced theories in the preparation and installation of scenery for theatrical production; engineering drawings, exploration of materials, and research into new methods of theatre technology. May be repeated for credit up to six units.

570A Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B or consent of instructor. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from Greek tragedy through the Restoration.

570B Styles of Directing/Performance (3)

Prerequisites: Theatre 470A,B or consent of instructor. Research in the theories of directing and acting styles and practice in directing and performance of period plays. Staging and acting problems from recent classical work (Ibsen, Strinberg, Chekhov) to present. May be repeated once for credit.

575 Seminar in Theatre History (3)

Directed research and criticism in the examination of significant historical periods or movements in theatre history. May be repeated for credit.

577 Graduate Seminar: Costume Design (3)

Prerequisite: consent of instructor. Costume production problems and their solutions. Examination of specific designers, past and present. Research in practical methods of interpreting the designer's sketch. May be repeated for credit up to six units.

578 Graduate Seminar: Scene Design (3)

Prerequisite: consent of instructor. Scenic design projects involving in-depth production style and scheme development. May be repeated for credit up to six units.

582A Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541 and 563. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Development of screen acting and directing techniques.

582B Camera Techniques for the Actor and Director (3)

Prerequisites: Theatre 541,563 and 582A. An in-depth study of the process and performance of camera techniques utilized by actor and director. Includes camera compatibility, rehearsal, acting and directing methods. Production of varied dramatic presentations for broadcast.

583 Graduate Seminar: Acting (3)

Prerequisites: Theatre 463A,B. Investigation and delineation of current acting methods as techniques for solving problems presented by popular dramatic literature. Development of a personal acting philosophy and methodology. May be repeated once for credit.

586 Graduate Seminar: Lighting Design (3)

Prerequisite: consent of instructor. Advance theoretical lighting design projects. Production problems and their solutions. Examination of specific designers, past and present. May be repeated for credit up to six units

588A Graduate Projects in Design and Technical Theatre (3)

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

588B Graduate Projects in Design and Technical Theatre (3)

Theoretical projects and designs for productions prior to final projects. Faculty and student critiques. Tailored to individual student needs. Enrollment limited to M.F.A. students.

597 Project (1-3)

Prerequisite: consent of instructor, student's graduate committee and department executive committee. Development and presentation of a creative project beyond regularly offered coursework. May be repeated for credit up to six units. Student must complete course application form by the end of the seventh week of the semester preceding that in which the work is to be done.

598 Thesis (3)

Prerequisites: consent of student's graduate committee; application form with appropriate signatures must be on file in department office prior to registration. Development and presentation of a thesis in the student's area of concentration.

599 Independent Graduate Research (1-3)

Prerequisites: consent of students graduate committee and instructor; application form with appropriate signatures must be on file in department office prior to registration. Research in theatre. May be repeated for credit.

THEATRE EDUCATION COURSES

Courses are designated as THED in the class schedule.

442 Teaching Theatre in the Secondary School (3)

Prerequisite: admission to teacher education. Objectives, methods and materials for teaching in the secondary school.

449E Externship in Secondary Teaching (3)

See description under Department of Secondary Education.

4491 Internship in Secondary Teaching (10)

See description under Department of Secondary Education.

4495 Seminar in Secondary Teaching (3)

See description under Department of Secondary Education.

INTRODUCTION

Women's Studies emphasizes the study of gender-based movements, gendered experience, research, analysis, and theory, from a women-centered perspective, as subjects and as researchers. Core courses incorporate information technologies and community service learning experiences that offer students opportunities to develop essential skills and civic commitments. Students develop links to the community and to businesses and professional sites where they have opportunities to apply and evaluate the research, methods, and theories that they are studying.

THE MAJOR

The major in women's studies is designed for students who have a particular interest in learning more about the roles and status of women in society. Cross-disciplinary in structure, the major draws from a wide variety of courses offered by many departments throughout the university. Women's studies majors develop proficiency in a wide variety of research methodologies appropriate to humanities and the social sciences, as well as the areas of business, science and the arts. The goals of the major are to apply concepts learned in women's studies courses to other academic areas, to encourage more students to do research in the area, and to prepare students in selected career paths where sensitivity to women's issues is important (particularly in business, education, counseling, human services, public administration, and the health professions, as well as liberal arts degrees in general).

THE MINOR

The minor has wide applicability and career goals to work in other disciplines. Students have the opportunity to extend academic or career interests in ethnic or international studies, or in specific disciplines to include gender analysis through independent study units that can be applied toward their minor.

WOMEN'S STUDIES PROGRAM COUNCIL

Mei Bickner (Management), Renae Bredin (Women's Studies), Harriet Edwards (Mathematics), Shahin Ghazanshahi (Engineering), Ellen Junn (Assoc. Dean, HDCS), Kuen-Hee Ju-Pak (Communications), Linda Kroff (Art), Teresa Malinowski (Library), Barbara McDowell (Women's Center), Helen Mugambi (English), Meredith Raimondo (Women's Studies), Terri Snyder (Liberal Studies), Shari Starrett (Philosophy), Patricia Szeszulski (Child and Adolescent Studies).

In addition to courses taught by its own faculty, Women's Studies courses are taught by faculty drawn from many disciplines in the University.

STUDENT ORGANIZATIONS

The Women's Studies Studies Association ("Third Wave") is an actively involved group of students that presents speakers, participates in colloquia and panel discussions, and coordinates social and instructionally related programs among students who are part of the Women's Studies program, and others who are interested in gender related issues. The group has sponsored campus events celebrating Women's History Month, staged rock concerts, and held "Take Back the Night" rallies. The students have helped plan and participate in the annual Pacific Southwest Women's Studies Association Conference (which CSUF hosted in 1997 and 1998).

Choice, USA CSUF, the campus chapter of national Choice, USA, focuses on reproductive policy. Students develop leadership skills and public policy advocacy learning through group

PROGRAM COORDINATOR

Renae Bredin (Women's Studies)

PROGRAM OFFICE

Humanities 314

DEPARTMENT WEBSITE

http://hss.fullerton.edu/womens

PROGRAMS OFFERED

Bachelor of Arts in Women's Studies
Minor in Women's Studies

FACULTY

Renae Bredin, Meredith Raimondo

activities and individual opportunities. Students have participated in national training sessions with the Gloria Steinem Leadership Institute and have organized campus-based awareness initiatives like the Graveyard Project.

BACHELOR OF ARTS IN WOMEN'S STUDIES

The Bachelor of Arts in Women's Studies requires a minimum of 120 units which includes courses for the major, General Education, all University requirements, and free electives.

The major consists of 38 units selected from the following categories:

Core Requirements (17 units)

Women's Studies 205 Women's World Movements (3)

Women's Studies/Philosophy 302 Introduction to Intercultural Women's Studies (3)

Biology 360 Biology of Human Sexuality (2)

Women's Studies 350 Research, Methodology, and Writing (3)

Women's Studies 450 Theory, Practice, Internship, and Community Service (6) (capstone class)

Breadth Requirements (9 units, chosen from among the following)

American Studies 450 Women in American Society (3)

Anthropology 352 Women in Cross Cultural Perspective (3)

Psychology 310 Psychology of Women (3)

Sociology 354 Sociology of Sex Roles (3)

Women's Studies 343 Philosophy of Feminism (3)

Women's Studies 485 Women and Politics (3)

Elective Options (12 units, chosen from among the following or from additional breadth requirement)

Afro Ethnic 310 Black Women in America (3)

Afro Ethnic 311 Intracultural Socialization Patterns (3)

American Studies 312 Multicultural Identities and Women's Experience (3)

American Studies 413 The Shifting Role and Image of the American Male (3)

American Studies 419 Love in America (3)

American Studies 420 Childhood and the Family (3)

Art 401 Women in Art (3)

Asian American 308 Asian American Women (3)

Chicano 313 La Chicana (3)

Criminal Justice 430 Women and Crime (3)

English 355T Images of Women in Literature (3)

French 485T Senior Seminar in French Literature* (3)

German 485T Senior Seminar in German Literature* (3)

History 424T Gender and Sexuality in History (3)

History 449 Race, Ethnicity, and Gender in Latin America: A History (3)

History 377 Women's Image in American Film (3)

Kinesiology 480 Women and Sport (3)

Linguistics 369 Language, Sex Roles, and the Brain (3)

Management 431 Women in Management (3)

Music 305 Women in Music (3)

Nursing 303 Women's Health and Healing (3)

Political Science 474 Civil Liberties (3)

Psychology 312 The Psychology of Human Sexual Behavior (3)

Sociology 355 Women in Contemporary Society (3)

Sociology 408 Sexual Abuse in American Society (3)

Women's Studies 101 Introduction to Ethnic Studies (3)

Women's Studies 308 Asian American Women (3)

Women's Studies 310 Black Women in America (3)

Women's Studies 312 Multicultural Identities and Women's Experience (3)

Women's Studies 313 La Chicana (3)

Women's Studies 320 Gendered Techno-culture (3)

Women's Studies 410 Women, Health and Aging (3)

Women's Studies 480 Feminist Theories (3)

Women's Studies 499 Independent Study (1-3)

Variable Topics (1-3 units) or Independent Study (1-3) (can be arranged through various departments)

MINOR IN WOMEN'S STUDIES

The minor consists of 23 units, selected from the following categories:

Core Courses (5 units)

Women's Studies 302 Introduction to Intercultural Women's Studies (3) Biology 360 Biology of Human Sexuality (2)

Breadth Courses (9 units)

Chosen from courses listed above under breadth requirements for major.

Elective Courses (9 units)

Chosen from list of elective options for major listed above.

WOMEN'S STUDIES COURSES

Courses are designated as WMST in the class schedule.

101 Introduction to Ethnic Studies (3)

(Same as Afro-Ethnic Studies 101)

205 Women's World Movements (3)

Prerequisite: General Education Category III. B. 1 or III C.1. A comparative study of various international movements that have sought and continue to seek changes in regard to the conditions and status of women.

302 Introduction to Intercultural Women's Studies (3)

Prerequisite: Philosophy 100, Biology 101, Psychology 100, Sociology 100, or consent of instructor. Interdisciplinary introduction to intercultural women's issues and research in relevant disciplines. (Same as Philosophy 302).

308 Asian American Women (3)

(Same as Asian American 308)

^{*}When listed in the schedule with an emphasis on women

310 Black Women in America (3)

(Same as Afro-Ethnic 310)

312 Multicultural Identities and Women's Experience (3)

(Same as American Studies 312)

313 La Chicana (3)

(Same as Chicano Studies 313)

320 Gendered Techno-culture (3)

Prerequisite: completion of General Education Category III.B, Introduction to Arts and Humanities. Examines current technologies and their relationship to gender issues, combining theoretical considerations with practical applications. Students will learn some basic technologies to use as tools for their projects.

343 Philosophy of Feminism (3)

(Same as Philosophy 343)



350 Research, Methodology, and Writing (3)

Prerequisite: Women's Studies 302 or consent of instructor. Study and evaluation of various methodological approaches used to address gender issues, such as survey analysis, oral history, personal narrative, and ethnography. Development of research skills, including computer applications. Development of writing skills, including research papers

410 Women, Health and Aging (3)

Prerequisite: junior or senior standing. Course focuses on the critical analysis of influential gendered images found in literature, painting, films, and advertising which depict disability and other health issues related to aging. (Same as Gerontology 410)

450 Theory, Practice, Internship, and Community Service (6)

Prerequisite: junior or senior standing. Capstone Course. Two-tiered course which studies and evaluates analysis of theory and practice and which incorporates a semester long on-site community based learning component. Applications of theory evaluated through in-class and Internet discussion and writing projects.

480 Feminist Theories (3)

Prerequisites: Women's Studies 302 or 343. Study of history and theories of feminism. Readings and discussions of theoretical developments in feminist thought and activism. Historical overview of connections between women as social actors and agents of social change and feminist theorizing.

485 Women and Politics (3)

(Same as Poli Sci 485)

499 Independent Study (1-3)

Prerequisite: approval by instructor teaching a Women's Studies class, or by Coordinator of Women's Studies. An opportunity to do extended research in Women's Studies, or to link an interest in another discipline to an interest in Women's

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WOMEN'S STUDIES COURSES

Courses are designame as WMST in the class schedule

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203. Women's World Mevements (3)

A companitive study of varietic international movements that have accuping and continue to seek changes in regard to the conditions and statist of stomes.

102 Introduction to Intercultural Women's Studies (3)

Prerequisite: Philosophy 100, Biology 101, Psychology 100, Sociology 100, or consent of instructor, Inserdisciplinary introduction as intercritural women's issues and insearch in relevant disciplines.

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308 Asian American Woman (3)

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Academic Affairs

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Academic Affairs



ACADEMIC AFFAIRS

Vice President for Academic Affairs

Academic Advisement Center

Academic Programs

Academic Senate

Admissions and Records

Center for Community Service-Learning

Classroom Technology Support Center

Distance Education

Faculty Affairs and Records

Faculty Development Center

Graduate Studies

Grants and Contracts

Information Technology

Institutional Research and Analytical

Studies

International Programs

Paulina June and George Pollak Library

University Extended Education

University Outreach

INTRODUCTION

California State University, Fullerton offers affordable, high quality undergraduate and graduate programs that reflect the best of current practice, theory and research in linking professional studies with preparation in the arts and sciences to meet the evolving demands of our diverse students, as well as our local community and state. The academic programs available include 54 bachelor's degrees, 46 master's degrees, 50 minors, 5 resident certificates and 11 teaching credential programs.

One of the most important features of the university's mission and goals is to make learning central to our campus. We aspire to this vision by combining the best qualities of teaching and research universities in supporting actively engaged students, faculty and staff who work in close collaboration to expand knowledge. The mark of a Fullerton graduate will be a person who has developed the habit of intellectual inquiry, prepared for a challenging profession, strengthened relationships with the community, and contributes productively to society.

Academic excellence is provided in the various specializations offered by the university by encouraging departments and professional schools to develop programs for their majors through a formal process that ensures careful and thoughtful review by various levels of the university.

The General Education Program is designed to assure that each graduate has made significant progress toward being a well-educated person by integrating into the major programs broad courses in the physical sciences, social sciences, humanities, and fine arts. These courses are planned to complement those offered through the major programs and electives. Articulation agreements with the local community colleges clarify the courses that will be accepted for credit in both general education and major programs.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

McCarthy Hall 133 (714) 278-2614

The vice president for Academic Affairs is chief academic officer for the campus and is directly involved in the implementation of the university's mission and goals, faculty personnel processes, and budget and resource allocation as they pertain to instruction and academic support. Working with the president, the academic associate vice presidents, deans, and program directors, the vice president for Academic Affairs provides leadership for all academic planning and operational matters.

Information concerning the academic programs of Cal State Fullerton may be obtained from the Office of the Vice President for Academic Affairs. This information may include:

- 1. Current degree programs and other educational and training programs;
- 2. Instructional, laboratory and other physical plant facilities that relate to the academic program;
- 3. Faculty and other instructional personnel;
- 4. Data regarding student retention at Cal State Fullerton and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
- 5. Names of associations, agencies or governmental bodies that accredit, approve or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval or licensing.

ACADEMIC ADVISEMENT CENTER

University Hall 123 (714) 278-3606

www.fullerton.edu/aac

The Academic Advisement Center provides academic counseling to matriculated students with respect to the General Education Program and the policies/procedures associated with that program. The Academic Advisement Center is the academic home department for undeclared students, providing services normally given through the students' declared major department. Additionally, the center provides programs and services to assist students in the selection of a major.

Students seeking information about the implications of academic probation and disqualification are encouraged to visit the Academic Advisement Center for a personal consultation.

Please consult the Academic Advisement
Center website for useful information about
the General Education Program, graduation
requirements, and university policies and
procedures. The center provides walk-in
advisement, no appointment necessary.

ACADEMIC PROGRAMS

McCarthy Hall 111 (714) 278-3602

The Office of Academic Programs coordinates the development of academic degree programs; provides an all-university perspective on educational activities at the campus; and stimulates academic innovations in a context of high quality.

The associate vice president for Academic Programs is responsible for administering university policies and regulations dealing with graduate curricula; fostering and administering institutional exchange programs with foreign universities; preparing and publishing the university catalog; and serving as liaison to the Western Association of Schools and Colleges (WASC) and other accrediting agencies. The associate vice president also serves as director for the university's Center for Public Policy.

The assistant vice president for Academic Programs is responsible for administering university policies and regulations dealing with undergraduate curricula, including the General Education Program; provides leadership to academic support programs and departments; and coordinates campus remediation efforts.

The Office of Academic Programs provides leadership for the Curriculum Committee, General Education Committee, Graduate Education Committee, International Education Committee and other groups and individuals concerned with assessing and strengthening the educational programs of this institution. Responsibilities related to the Office of the Chancellor of The California State University include regular review and updating of the Academic Master Plan; coordination of program performance review; and staff reports for the Chancellor's Office relating to academic planning and accountability.

ACADEMIC SENATE

McCarthy Hall 143 (714) 278-3683

The Academic Senate is an integral part of university governance and collegial decision making. The Senate develops, formulates and reviews educational and professional policy that becomes university policy if approved by the president. Examples of educational and professional policy include curricula, academic standards, criteria and standards for the selection, retention and promotion of faculty members; academic and administrative issues concerning students; and allocation of resources.

There are 14 standing committees of the Senate and three general committees of the faculty. The Senate consists of 46 members including the university president, vice president for Academic Affairs, two representatives from Associated Students, CSUF, Inc., three elected CSU academic senators, the president of the exclusive bargaining representative for Unit 3, a member of the Emeritus Professors of CSUF, the immediate past chair of the Academic Senate (except when the incumbent chair is re-elected), and 35 elected members representing various campus constituencies, and two part-time faculty members.

The 14 standing committees of the
Academic Senate are: Academic Standards
Committee, Curriculum Committee,
Elections Committee, Extended Education
Committee, Faculty Affairs Committee,
Faculty Development Center Board, General
Education Committee, Graduate Education
Committee, Information Technology
Committee, International Education Committee,
Library Committee, Planning, Resource and
Budget Committee, Student Academic Life
Committee, and University Advancement
Committee.

Shared governance at CSUF involves the Senate and other faculty members through memberships on boards, ad hoc committees, and general committees, in addition to the standing committees. Representing the faculty, the Senate works with administrators, staff and students, exemplifying "The Fullerton Way" of collegial governance.

ADMISSIONS AND RECORDS

Langsdorf Hall 114 (714) 278-2300

The Office of Admissions and Records is responsible for the administration of the admission, registration, records, and other academic services to undergraduate and graduate students in the regular sessions of California State University, Fullerton. These programs and services provide preadmission guidance to prospective students and current information about the university's curricula and requirements to school and college counselors; admit and readmit students within enrollment categories and priorities; evaluate the applicability of undergraduate transfer credit toward all-university requirements of the curriculum; provide liaison in the identification and resolution of articulation problems of transfer students; and maintain the university's community college relations program.

Units of Admissions and Records also register student programs of study, including enrollment into classes; maintain academic records; administer academic probation and disqualification policies; provide enrollment certifications on student request, including transcripts of academic records to the Veterans Administration and for other purposes; certify the completion of degree requirements; receive petitions for exceptions to academic regulations; and provide information about these programs and services.

CENTER FOR COMMUNITY SERVICE-LEARNING

University Hall 230 (714) 278-3746 (2014) 278-3746

The Center for Community Service-Learning supports faculty in the utilization of service-learning pedagogy of engaging students with community partners to address current community issues while enhancing the learning goals and academic content of a particular course. The center assists faculty in identifying the appropriate community agency partners in the placement of students for appropriate

service activities designed to complement concepts learned in the classroom. The center also provides training and consulting to faculty, community agencies and students in developing quality service-learning environments, activities and partnerships for CSUF students.

CLASSROOM TECHNOLOGY SUPPORT McCarthy Hall 63 (714) 278-2621

Classroom Technology Support (CTS) is located on the lower level of McCarthy Hall Room 63. The CTS department has installed and continues to maintain the new multimedia equipment in all of the interdisciplinary classrooms located throughout the campus. These "smart classrooms" facilitate both the teaching and learning experience of all members of the university community. Classroom Technology Support also provides small-scale sound reinforcement (PA sound systems) for events conducted on campus.

Faculty and staff of the university can contact the CTS department to obtain training and technical assistance on the use of the equipment in the "smart classrooms." For detailed information and lists of "smart classroom" training dates and times, contact Classroom Technology Support at (714) 278-2621.

DISTANCE EDUCATION

Pollak Library South 45 (714) 278-4752

The Department of Distance Education serves as a source for production, delivery, information, grant assistance and experimentation in the area of distance education.

A comprehensive Web development support team (including instructional design, graphic design and programming) works one-on-one with faculty and departments to develop various online courses and applications. Services include development of online courses using Blackboard or other applications; development and streaming of online presentations (live or archived streaming); and multimedia application development for tutorials, Internet educational games, virtual tours and more.

Instructional Televised Instruction (ITI) includes one-way video/two-way audio transmission (ITFS) and interactive videoconferencing. Three classrooms are designed and equipped for distance education and currently deliver university classes to the El Toro Campus, Garden Grove Center and other off-campus locations, including workplace classrooms in businesses and industry. Students at remote sites can interact with instructors, as well as with on- and off-campus classmates in a "live" exchange of information and ideas. A special videoconferencing facility is available for instruction and administrative use.

Satellite teleconferencing is also available, and the Titan Cable Channel network makes CSUF programming available on commercial cable systems throughout Orange County.

For detailed information, contact the Office of Distance Education at (714) 278-4752.

FACULTY AFFAIRS AND RECORDS

McCarthy Hall 129 (714) 278-2125

The Office of Faculty Affairs and Records is the official repository for documents and correspondence concerning full-time teaching and administrative faculty. It has responsibility for retaining documentation pertaining to employment, reappointment, tenure, promotion, leaves of absence, grievances, disciplinary actions and separations.

FACULTY DEVELOPMENT CENTER

Pollak Library South - 44 (714) 278-2841

Established in 1998, the Faculty Development Center is funded by the Office of the President and is charged with promoting faculty development, vitality and enrichment. The FDC is responsible for designing and implementing a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities, including but not limited to: teaching and learning, use of instructional technologies, scholarly research and creative activities, professional and service activities, and other campus-wide intellectual and community-

The FDC is based on a number of guiding principles. The FDC: (1) recognizes and champions faculty in their multiple roles (e.g., as teacher, scholar, professional, community member) and acknowledges the

broad range and depth of their varied accomplishments; (2) focuses on increasing faculty and thereby student learning; (3) promotes cross-departmental, college and unit interactions and fosters collaboration among faculty, administrators and staff with shared interests and professional development goals; (4) reflects an awareness of different patterns of faculty growth and development and offers comprehensive, on-going, developmental, and flexible support programs; (5) recognizes individual scholarly and creative pursuits, as well as collaborative activities and developments; (6) creates opportunities for disciplinespecific, as well as cross-disciplinary shared learning and experimentation emphasizing transferability of knowledge; (7) informs faculty about the impact of external factors on the institution and fosters concomitant dialogue and adaptation; (8) reduces a sense of isolation among faculty, administrators, students and other units on campus by building community; (9) encourages and appropriately supports faculty in undertaking new roles and responsibilities and in further developing current skills (e.g., in the areas of student learning outcomes assessment and instructional technology); and (10) connects faculty growth and development to the university's vitality and seeks a balance between institutional, faculty, and student goals and

Given these goals and principles, the FDC represents a collaborative effort that includes an administrative director and staff, as well as a team of faculty coordinators and liaisons, and a Senate-convened, 19-member Advisory Board with representation from faculty, administrators and students.

Specific activities of the FDC include: coordinates several funding programs directly supporting teaching and scholarly/creative activities; provides individualized and group support and training to faculty in instructional technology and use of assessment; provides support to faculty regarding special issues (e.g., peer support of teaching, diversity issues, statistics and research design consultation); assists new and tenure-track faculty with an on-going orientation and retention/tenure/ promotion workshop series; works with part-time faculty and lecturers; sponsors an annual program of support for chairs; arranges campus-wide conferences, seminars, workshops, and colloquia across a large variety of special topics; publishes periodic newsletters;

maintains a current resource library; and sponsors community-building and campus cultural activities.

In addition to the above activities, the Faculty Development Center provides the Decision Support Center (DSC), a facility designed to enhance, expedite and improve meeting and decision-making processes campus wide. The DSC is a special meeting room with a 20-workstation LAN equipped with GroupSystems (http://www.groupsystems.com), a software package that facilitates group idea generation, discussion and consensus building.

The DSC is open to faculty, administrators and staff at CSUF for almost any type of meeting that can be expedited and assisted with GroupSytems software. These include, but are not limited to: personnel decisions, curriculum design or redesign, departmental meetings that identify problems and their solutions, new policy development, and focus group discussions. The DSC cannot be used as a teaching facility. To learn more about the center, visit http://fdc.fullerton.edu/dsc/ or call (714) 278-4719.

For more information on specific activities, programs and events, contact the director of the Faculty Development Center, Dr. Sandra Sutphen, at (714) 278-5628 or Leticia Stotler, executive assistant to the director, (714) 278-2841.

GRADUATE STUDIES

McCarthy Hall 103 (714) 278-2618

The staff of the Office of Graduate Studies assists students in answering questions about graduate academic policies and procedures, graduate programs, and other matters of concern to graduate students. The office is also responsible for performing an evaluation of student programs at classification and at completion of requirements for authorizing award of the degree. Additional responsibilities of this office that are related to students include probation and disqualification, leave of absence, the annual thesis award, and various fellowships and scholarships.

GRANTS AND CONTRACTS

McCarthy Hall 112 (714) 278-2106 (714) 278-2106

The Office of Grants and Contracts provides assistance to faculty and staff in their efforts to obtain funding for research and other scholarly activities. The office offers preproposal consultation; information about funding opportunities; and assistance with budgets, regulatory compliance and editing of proposals. It also publicizes and administers intramural research grants and manages technology transfer activities. The office coordinates campus approval of government grants, as well as most corporate and government contracts, for projects in research, instruction or service.

INFORMATION TECHNOLOGY

Pollak Library 260 (714) 278-3921

Information Technology supports the campus mission by providing technology solutions and services to campus business and administrative practices. The division manages the university's telecommunications infrastructure, administrative website, administrative computing resources, faculty and staff workstations, and network services for e-mail. Information Technology provides the campus with a campus card and stored value-system; Internet remote access for students, faculty and staff, and a campus-wide computer lab with 240 workstations.

INSTITUTIONAL RESEARCH AND ANALYTICAL STUDIES

McCarthy Hall 136 (714) 278-4205

www.fullerton.edu/analyticalstudies

Institutional Research and Analytical
Studies provides and promotes institutional
self-understanding through research and
analysis. The office is responsible for organizing and presenting research results, models,
alternative scenarios, and other information
essential to campus policy formulation,
academic planning, resource allocation,
assessment and quality, and institutional
effectiveness.

Enrollment trends and forecasting, student and faculty demography, recruitment and retention, resource allocation and utilization, curricular change and student learning, and any other topic relevant to documenting and

improving educational and institutional effectiveness are all within our purview. The office is an all-university, central resource for institutional facts and figures, methodological advice and problem solving, and is also the chief source of official statistics for the campus.

INTERNATIONAL PROGRAMS McCarthy Hall 111

(714) 278-3602

The Office of Academic Programs, in cooperation with the Office of International Education and Exchange, coordinates all aspects of the university's commitment to academic internationalization. It is responsible for overseeing and directing the internationalization of the curriculum. It also initiates and administers contacts with sister institutions throughout the world in order to foster the exchange of faculty and students. For further information, see the section of this catalog titled "International Programs."

For more information on specific opportunities for students to study abroad, either through the CSU system-wide International Program or direct links that CSU Fullerton has with foreign institutions, see the section of this catalog titled "International Education."

THE PAULINA JUNE & GEORGE

(714) 278-2714/2633

Chief among campus learning resources is the Pollak Library, named in 1998 after Dr. Paulina June Pollak – a CSUF English Professor Emerita – and her husband George. Located at the center of the campus and offering collections of nearly 3 million items, the Library consists of a six-story South Wing and a newer four-story North Wing.

In addition to book and bound periodical collections of more than 1 million volumes, the Library provides access to more than 100 online databases, and more than 2,000 electronic journals, and contains a wide array of other materials, including government publications (federal, state, local and international), audiovisual collections, archival and rare items, maps, microforms and computer software. Books and other materials are selected to support the learning mission of the university.

As part of the university's learning mission, the Pollak Library offers a variety of instructional programs and services. Library faculty conduct instructional sessions for CSUF classes in all disciplines, as well special workshops focused on electronic resources. One-to-one instruction in the use of the Library's collections and services is provided at the main Reference Desk and the Library's other service desks. General Library orientation sessions are available for CSUF students, faculty and staff, and other campus-affiliated groups.

The Pollak Library's home page (http://www.library.fullerton.edu) serves as the gateway to the Library, both onsite and remotely. The home page, including special sites for faculty and graduate students, offers a wealth of information about the Library's collections and services.

Access to the home page, with its links to many Library and Internet resources, can be gained from computer workstations in the Electronic Resources Area, as well as in the Internet Oasis and the Titan Computing Lab. Docking stations for laptop computers with modems are also available throughout the Library facility.

Access to Library resources, as well as other Internet resources, is available from campus offices, classrooms, computer labs and the residence halls. Remote access to these resources is offered through the Titan Internet Access Service and other Internet service providers via the proxy server.

The TitanCard issued by the university serves as a Library card for checking out books and other materials. Library users are responsible for the on-time return of all materials charged out on their cards.

For the convenience of users, photocopiers, printers, and microform reader-printers are available in locations throughout Pollak Library. These are operated with coins or TitanCards. Other specialized facilities include music listening rooms, videotape viewing rooms, group study rooms, and a microform reading area.

Beyond the many resources available on campus and via the home page, mutual use agreements make accessible to students and faculty the collections of the 23 other libraries in the California State University system and several neighboring institutions.

Intralibrary services provide delivery of Library resources to CSUFs El Toro Campus as well. Document delivery and interlibrary loan arrangements with commercia providers, as well as libraries throughout the world, expand even further the information resources available to the CSUF community.

UNIVERSITY EXTENDED EDUCATION Registration & Information: Building T-14 (714) 278-2611

University Extended Education is a rich and varied component of Cal State Fullerton. UEE works with university academic units to create and administer programs that extend Cal State Fullerton's resources out into the community. This includes:

Academic Credit Programs - Intersession, Open University (also known as adjunct enrollment), the Spectrum MBA, the Master of Science in Taxation in South Orange County, and a Master of Science in Counseling.

Professional Continuing Education and Extension Programs - professional development and personal enrichment through continuing education classes and certificate programs in computers and information technology, management, biotechnology, engineering, human services, human resources and manufacturing and distribution.

Custom Corporate Training Programs - classes taught on-site by industry leaders and tailored to fit each company's training needs.

Programs for Educators - professional development opportunities for educators in the areas of reading, mathematics, fine arts, beginning teacher training, technology, special education and foreign language.

The American Language Program - a program of intense English instruction for pre-university and Cal State Fullerton students.

Center for Community Collaboration - a partnership between University Extended Education and the College of Human Development and Community Service. The center provides professional development for the helping professions, as well as opportunities for research and community capacity building.

Distance Education - classes and programs delivered through electronic means such as interactive television and the Internet.

Lifelong Learning - extends the university's resources out in the community through
Continuing Learning Experience (CLE) – a learning in retirement program; an educational partnership with the Fullerton
Arboretum; and special summer camps for children.

International Programs - extend the university's resources in the global community via academic credit courses, certificate programs and other learning experiences.

Additional information may be found in the Academic Programs section of this catalog.

UNIVERSITY OUTREACH

University Hall 210B (714) 278-2086

The mission of University Outreach is to increase the enrollment rates of first-time freshmen who apply for admission to the university. University Outreach develops and coordinates a comprehensive array of outreach services and recruitment activities to make the university more visible and accessible to potential applicants from diverse educational, economic and cultural backgrounds.

University Outreach provides services that include pre-admissions and higher education awareness programs, academic advisement, on-site admissions, presentations and workshops on college admissions requirements, student support services, campus tours, and dissemination of information about the university's admission process and procedures to the general public and community.

University Outreach also host several pre-collegiate programs designed to motivate and encourage K-12 students to pursue post-secondary opportunities.

Freshman Programs

INTRODUCTION

Each of the Freshman Programs at Cal State Fullerton is a learning community of first-year students, caring faculty members and student affairs professionals dedicated to academic success, personal development and community involvement. The foundation of every community is enrollment in pre-selected courses; most satisfy general education requirements, and students often have reserved seats in these courses.

Students who apply and are admitted to one of the communities have access to special mentoring programs, new student orientation programs, academic field trips, co-curricular activities and academic advisement. Students also engage in service-learning and enjoy leadership opportunities through campus clubs and organizations, which are facilitated through linkages to Student Affairs, Associated Students, CSUF, Inc, and the Freshman Programs Student Association.

All of these communities are designed to promote college success by easing the transition to college life. Faculty and staff members offer encouragement and motivation to persevere during the first semester and the first year. First-year students who participate in Freshman Programs make friends more easily, become connected to the university and its faculty and staff, and receive special assistance from tutors and teaching assistants who are associated with the programs. Students learn academic study skills and receive assistance in accessing the resources of the university to improve writing and technology skills. In addition, some Freshman Programs also offer special resources for family members, including parent newsletters and e-mail assistance from faculty or staff members.

Each of the Freshman Programs includes a community-based service-learning experience in a pre-screened organization to assist students with career exploration, community networking, critical thinking, problem-based learning and communication skills.

Fullerton First Year Community

The Fullerton First Year Community is a two-semester experience. All FFY students take 12-16 units in the fall semester and six units in the spring semester as part of the program.

This is the largest of the Freshman Programs, with 150 students admitted each summer.

FFY students fulfill requirements for first-year mathematics, English, philosophy and political science. The Freshman Programs Office will assist with enrollment in special sections or reserve special seats in courses for FFY students. Faculty members who are part of the FFY instructional team meet before, during and after each semester to coordinate various aspects of the curriculum.

All students enroll in a three-unit first-year seminar in the fall semester, University 100, which includes technology and library competence, time management and study skills training, and an introduction to campus resources. The course is taught by an instructional team that includes a faculty member, a student affairs professional and a peer mentor. Upper-division students are trained in peer mentoring by the Freshman Programs Office; most are former FFY students themselves. Peer mentors offer student-to-student support along with the benefit of their personal experience at Cal State Fullerton.

In addition, FFY offers academic field trips in both the fall and spring semesters and a service-learning experience in the spring semester. Students in FFY are encouraged to assume leadership roles in campus clubs and organizations through linkages with the Student Leadership Institute and other Dean of Students programs.

COMPASS Community

The COMPASS community is a one-semester learning community that is offered in both the fall and spring semesters. It is designed for freshmen who have not yet declared a major, or who are unsure about their choice of major. The COMPASS community offers first-year students



FRESHMAN PROGRAMS

Fullerton First Year Community

Live 'n' Learn Community

Trail Ratified Experimental Knowledge (TREK)

COMPASS Community

Freshman Success

DIRECTOR, FRESHMAN PROGRAMS

Bridget E. Driscoll

COORDINATOR, FRESHMAN PROGRAMS

Jennifer Lukridge

FRESHMAN PROGRAMS OFFICE

(714) 278-3709

DEPARTMENT WEBSITE

www.fullerton.edu/freshmanprograms

a guided process of self-assessment and a systematic examination of the contemporary workplace.

Students enroll in two linked courses, for a total of six units: English 101 or Oral Communication and Counseling 252 (Career Exploration and Life Planning). There is a service-learning experience embedded in this program to enhance the career exploration process. Additional units above and beyond the six units are selected by the student and his or her adviser.

Staff members from the Career Planning and Placement Center and the Academic Advisement Center collaborate with the Freshman Programs Office to offer students a structured experience, utilizing electronic self-assessments and some Web-based instruction. In addition, CSUF alumni serve as career mentors for COMPASS students, offering their advice and consultation on preparing for today's rapidly-changing workplace. These community leaders represent a variety of careers, including entrepreneurial occupations. Career mentors meet with all COMPASS students twice each semester and offer networking opportunities for students in all majors.

Live 'n' Learn Community

The Live 'n' Learn community is a onesemester community that is offered each fall semester for first-year students who live in the on-campus residence halls. The program helps create a sense of community and connection among students who share the same address, and it focuses on oral communication skills as part of the transition to a successful college experience. Participants in this community are also enrolled in a one-unit, firstyear seminar that covers time management, technology and writing skills, plus assistance in using library resources and health services. A service-learning experience is part of the first-year seminar experience. Additional units are selected by the student, with assistance from academic advisers.

Students in this program participate in a special summer orientation for family members and entering freshmen. Live 'n' Learn also provides an electronic newsletter with frequently asked questions for parents and extended family members. Freshman Programs staff members also are available to answer questions about the transition to college life and a new Cal State Fullerton identity.

All students in the Live 'n' Learn community are matched with two mentors – a peer mentor and a faculty or staff member. Student preferences for faculty interests and expertise are

incorporated into the matching process.

TREK

TREK (Trail Ratified Experimental Knowledge) is a unique earning experience that uses the wilderness as a natural learning environment. Students in this community travel on two field trips in a wilderness setting, including a one-day trip to the local mountains and an eight-day backpacking trip in the Sierra Nevada. Also, students complete two college courses in geography and philosophy (6 units) prior to the fall semester, and develop strong teamwork and leadership skills while making new friends.

This learning community features hiking through interactive geography lessons, philosophizing over nightly campfires, and challenging oneself both mentally and physically while developing skills important for intellectual and academic growth.

The two classes offered through this community are Philosophy 101 (Meaning, Purpose and the Good Life) and Geography 120 (Global Environmental Problems). This is a four-week community that runs from the end of July to the end of August, before the beginning of the fall semester.

Freshman Success

Freshman Success supports incoming freshmen not meeting English and/or mathematics entrance requirements by providing an opportunity to take remedial course work prior to the fall semester.

Students in this learning community gain a jump-start on fulfilling critical remedial courses, catch up on classes to help facilitate an on-time graduation, and earn between 3-6 units in 6 weeks within a supportive and focused learning environment. Students have access to tutoring through one-on-one and group sessions in English and mathematics. The community emphasizes building important relationships with faculty, staff and other CSUF students, and learning about the campus through hands-on experiences.

Students in this community will take a one-unit University 100 course, remedial math or English depending on test scores, and supplementary courses as offered. The University 100 course is taught by a faculty member and a peer mentor.

Application Process

To participate in any ONE of the Freshman Programs, students must:

- Be admitted to CSUF as a freshman (college transfer students are not eligible). Contact the Evaluations Unit of the Office of Admission and Records at (714) 278-2396 for additional information regarding admissions.
- Complete the application on the website or call us for a brochure and application. Preference will be given to students who apply early. Contact the Freshman Programs Office or visit the website at www.fullerton.edu/freshmanprograms for current deadlines. Applications will be accepted until all spaces in the community are filled.
- Register for the Entry Level Mathematics (ELM) examination and the English Placement Test (EPT). A letter of admission will describe your status. Placement test scores or verified exemption are required to register for fall semester classes. Call University Testing Services at (714) 278-3838 for additional information.
- (Live 'n' Learn Community only) Students must have a paid and signed housing contract to apply for this community.
- Attend the Freshman Programs New Student Orientation. Orientation registration materials will be mailed to admitted students. Family members are welcome to attend. Students will receive guaranteed, pre-planned classes at the orientation.

Freshman Programs Student Association

All first-year students who are enrolled in a Freshman Programs community are automatically members of the Freshman Programs
Student Association. Officers and governing members represent each of the separate communities. They plan academic field trips, provide input and consultation on curricular and co-curricular events to the Freshman Programs Office staff, and organize social activities for students in Freshman Programs.

Freshman Programs Advisory Board

The director of Freshman Programs reports to the vice president, Academic Programs and is advised by a diverse constituency of campus leaders and first-year students. Advisory Board members include assistant deans from each of the seven colleges, along with directors of campus programs that promote college success, institutional effectiveness and the assessment of learning community programs. The board meets three times per year to guide the policy for all CSUF Freshman Programs.

University Honors Program

INTRODUCTION

The University Honors Program at California State University, Fullerton offers a select group of students academically challenging courses, enriching co-curricular programs, and research opportunities to create a unique collegiate experience. Honors students join an intellectual and social community featuring small class sizes (15-student maximum in most honors seminars) that cultivates habits of critical thinking, independent analysis, creativity and collaboration. The University Honors Program seeks to expand its students' intellectual horizons and to foster a sense of social awareness and responsibility for service to society.

Honors Program students work closely with faculty throughout their undergraduate careers, whether completing general education requirements or working on individualized senior projects. The Honors and Scholars Center, located on the first floor of Pollak Library, fosters a strong sense of community among honor students. It provides a place to study and to socialize with fellow honor students, as well as a place to obtain academic and other advice.

Benefits

The University Honors Program provides benefits that include:

- Priority registration
- Honors notation on official transcript
- Individual attention from faculty
- Honors credit earned while studying abroad
- Social activities with fellow honors students
- Community involvement through service projects
- Opportunities to learn more about honor societies and scholarships
- Close mentoring relationships with faculty and staff members

By actively participating in this strong scholarly community, students gain leadership experience. Honors students have the option of participating in the administration and development of the Honors Program, which allows them to become active partners in their education and provides opportunities to help nurture the growth of the University Honors Program.

Admission Criteria

Entering freshmen who have achieved a 3.5 grade point average in college preparatory course work in grades 9, 10, 11 and the first semester of their senior year are eligible to apply to the program. Transfer students who have completed honors course work at their transfer institution and have earned a minimum CSU transferable grade point average of 3.3 are also eligible. For additional information on applying, please contact the University Honors and Scholars Center, Pollak Library North 120, at (714) 278-7440 or univhonors@fullerton.edu.

Maintaining Eligibility

To maintain eligibility, students must be enrolled full-time, participate in the Honors Program's curricular and extracurricular activities, and achieve:

- A minimum cumulative grade point average of 3.0 at the end of the first academic year.
- A minimum cumulative grade point average of 3.3 at the end of the decrease in second academic year.
- A minimum cumulative grade point average of 3.5 for University Honors recognition at graduation. Additionally, University Honors graduates must have accumulated 24 units of honors course work and completed a senior honors project. (For transfer students, at least 12 honors units must be completed through the University Honors Program at Cal State Fullerton.)



DIRECTOR, UNIVERSITY HONORS PROGRAM

Wayne Hobson

DIRECTOR, HONORS AND SCHOLARS SUPPORT SERVICES

Ryan Alcántara

PROGRAM OFFICE

Pollak Library (North Wing) 120

CURRICULUM

Honors Seminars Meeting General Education requirements (15 units required)

- 101A Critical Thinking (3)
- 101B Oral Communication (3)
- 201A American Institutions & Values to 1900 (US History requirement) (3)
- 201B American Institutions & Values since 1900 (US Government requirement) (3) World Civilizations to 1500 (3)* World Civilizations Since 1500 (3)*
- 301T Selected Topics in Natural Science and Mathematics (3)Globalization and the Environment

302T Selected Topics in Arts and

- Humanities (3)

 Theatre and Issues in American
 Society; Native North American Art
 and Culture; Life History Narratives
 and the American Experience
- 303T Selected Topics in Social Sciences (3)
 History and Philosophy of American
 Mass Communication; The Global
 Economy; History, Culture, Power;
 The Middle East; Civic Engagement
 and Effective Activism
- 304T Selected Topics in Lifelong Learning (3)
 Existential Group
- 305 Evolution and Creation (3)
- 306 Women in American Society (3)

Honors Colloquia and Senior Honors Project (9 units required)

- 300A Junior Honors Colloquium (1)
- 300B Junior Honors Colloquium (1)*
 Senior Honors Colloquium (1)*
 Senior Honors Colloquium (1)*
- 497 Senior Honors Project (5-6)

All honors students must complete a senior honors project, enrolling both semesters of the senior year. Each student will work closely with a faculty member in his/her major field to design and execute an individual project of the student's choosing.

Students may elect to contract a departmental capstone seminar and/or departmental independent study to fulfill part of this requirement.

Optional

499 Honors Independent Study (1-3)

Study abroad experience may be used to substitute up to 3 units per semester of honors course work (to a maximum of 6 units). Any substitution must be requested in advance.

HONORS COURSES

Courses are designated as HONR in the class schedule. All honors courses are restricted to students enrolled in the University Honors Program.

101A Honors Seminar in Critical Thinking (3)

Seminar for first-year Honors Program students. Emphasizes the development of critical thinking skills. Interpretation, analysis, criticism and advocacy of ideas encountered in designated Honors Program activities.

101B Honors Seminar in Oral Communication (3)

Seminar for first-year Honors Program students, emphasizing oral communication skills. Construction, presentation and critical analysis of oral presentations related to the ideas encountered in designated Honors Program activities. Instruction in effective oral communication and critical thinking.

201A Honors Seminar: American Institutions And Values to 1900 (3)

Critically examines the historical development of American institutions and values, including American political culture and constitutional system. Specific attention to cultural diversity, particularly race, ethnicity, gender, and class, exploring the interaction, conflict, and cooperation of diverse groups in historical context.

201B Honors Seminar: American Institutions And Values since 1900 (3)

Critically examines the historical development of American institutions and values, including American political culture and constitutional system. Specific attention to cultural diversity, particularly race, ethnicity, gender, and class, exploring the interaction, conflict, and cooperation of diverse groups in historical context.

300A Junior Honors Colloquium (1)

Prerequisite: junior standing in the University Honors Program. Required of all junior honors students. Interdisciplinary examination of selected topics. Guest lecturers from the university and community.

300B Junior Honors Colloquium (1)

Prerequisite: junior standing in the University Honors Program. Required of all junior honors students. Orientation to advanced research and creative activity, including the senior honors project.

301T Honors Seminar in Natural Science and Mathematics (3)

Prerequisite: completion of General Education category III.A.1. or III.A.2. Interdisciplinary seminar that examines selected topics in natural science and mathematics.

302T Honors Seminar in Arts and Humanities (3)

Prerequisite: completion of General Education category III.B.1. or III.B.2. Interdisciplinary seminar that examines selected topics in arts and humanities.

303T Honors Seminar in Social Sciences (3)

Prerequisite: completion of General Education category III.C.1. Interdisciplinary seminar that examines selected topics in social sciences.

304T Honors Seminar in Lifelong Learning (3)

Prerequisite: completion of 9 units in General Education category III (Disciplinary Learning). Interdisciplinary seminar which examines selected topics in lifelong learning.

305 Honors Seminar: Evolution and Creation (3)

Prerequisite: completion of General Education category III.A.1. or III.A.2. Interdisciplinary study of evolutionary biology's impact on culture in the context of religious doctrines of creation. Examines both evolutionary theory and religious and philosophical reactions to it from Darwin to the present, including relevant educational and legal contexts.

^{*}Courses not approved as of catalog printing; check with the Honors Program Office for current registration information.

306 Honors Seminar: Women in American Society (3)

Prerequisite: completion of General Education category III.C.1. Socio-cultural history of women and women's movements in American society. Examination of cultural models of American womanhood – maternal, domestic, sexual, social – their development and recent changes.

497 Senior Honors Project (2-3)

Prerequisite: senior standing in the
University Honors Program. Supervised individual research or creative activity. Students
will be working toward completion of an
honors project, which is required in order
to graduate with University Honors. May
be repeated once for credit.

499 Honors Independent Study (1-3)

Prerequisite: junior or senior standing in the University Honors Program. Study of special topic(s) in consultation with and completed under the supervision of a member of the honors faculty, or other faculty upon approval of the Director of the Honors

Honors and Recognition



HONORS AND RECOGNITION

Admission with Distinction
President's Scholars Program
Dean's Honors List
Honors at Graduation
Honor Societies
Special Interest Honor Societies

ADMISSION WITH DISTINCTION

"Admission with Distinction" is awarded to a freshman or transfer student who has demonstrated outstanding achievement in past academic work. For first-time freshmen with no previous college units earned, a grade point average of 3.50 on a four-point scale must be earned in the course work considered for admission to the university. Students who have completed fewer than 56 transferable semester units of credit must meet the grade point average for first-time freshmen and must also have earned a 3.5 grade point average on all transferable college work attempted. Students who have completed 56 or more transferable semester units are eligible, if a grade-point-average of 3.5 is earned in all transferable college work completed.

PRESIDENT'S SCHOLARS PROGRAM

The President's Scholars Program at California State University, Fullerton is based solely on merit and recognizes incoming first-time freshmen who have demonstrated excellence in academic achievement, leadership ability and community service. President's Scholars hold a prestigious position at the university. Scholarship benefits last for four years, as long as individual scholars maintain program eligibility, and include annually: full payment of CSU enrollment fees; \$750 for books and supplies; personal use of a laptop computer; automatic admittance to the University Honors Program; priority registration for classes and priority consideration for on-campus housing; complimentary parking permits for fall and spring semesters; opportunities for up to 20 hours per week of on-campus employment; invitations to numerous social, cultural and athletic events; and letters of recommendation from the president of the university.

Applicants to Cal State Fullerton's President Scholars Program must meet the following requirements:

- Apply to California State University, Fullerton as a first-time freshman prior to applying to the President's Scholars Program. Applications for the scholarship from students who have not applied for general university admission will not be considered.
- Be a legal resident of the state of California. Residency is determined by the Office of Admissions and Records for fee purposes.
- Have earned an academic grade point average of at least 3.75 (weighted) in all academic subjects for the 10th, 11th and first semester of the 12th grade, or earn a SAT or ACT composite score that is well above average. A minimum CSU eligibility index of 4050 is required. (See the CSU Undergraduate Admission Application for more information on the index.)
- Graduate high school in the same year they are enrolled as first-time freshmen at Cal State Fullerton.
- Demonstrate evidence of significant contributions to school leadership and community service activities during high school.

National Merit Scholar finalists and semifinalists are offered an automatic interview with the President's Scholars Screening Committee if they are legal residents of California, graduate high school in the same year they are enrolled as first-time freshmen at Cal State Fullerton, and apply to Cal State Fullerton as first-time freshmen. National Merit Scholar finalists and semifinalists must submit a completed President's Scholars Program application and a photocopy of their National Merit Scholarship Corporation notification letter. The university does not guarantee acceptance of National Merit Scholars into the President's Scholars Program.

An application packet is available from most high school guidance counselors and academic advisers, or directly from the President's Scholars Program office at Cal State Fullerton (714)

278-3458. You can also request an application by e-mail at scholars@fullerton.edu, or download an application from the program website at www.fullerton.edu/evp/scholars.htm.

DEAN'S HONORS LIST

Academic achievement is recognized each fall and spring semester for undergraduate students whose grade point averages for the term are 3.5 or better for 12 units of graded course work. Students are notified in writing by their college dean's office when they have earned this distinction and a notation is placed on the student's academic record for that semester.

DEPARTMENTAL HONORS PROGRAMS

In addition to the University Honors
Program, upper-division students are offered
other opportunities to participate in an
honors community. The College of Business
and Economics has a Business Administration
Honors Program, which includes special
honors courses that meet business core
requirements. Accounting and Political
Science departments offer departmentalbased honors programs as well. Details on
these programs are listed under the respective
department sections of this catalog. Interested
students may contact the departments
directly to learn how to apply.

HONORS AT GRADUATION

Honors designations at graduation are awarded to baccalaureate recipients based on overall performance and have been defined by the Academic Senate in three classifications:

cum laude GPA 3.50-3.74
magna cum laude GPA 3.75-3.89
summa cum laude GPA 3.90-4.00

HONOR SOCIETIES

Council of Honor Societies

The Council seeks to provide a forum for collaboration and coordination among the various local, national and international honor societies at California State University, Fullerton as they seek to promote, advance and recognize the campus community of scholars and student pursuit of academic excellence. Adviser: Ryan Alcántara, University Honors & Scholars.

Discipline-Based Honor Socities

Chapters of 17 honor societies have been chartered at California State University, Fullerton to recognize students who demonstrate superior scholarship and leadership in specific academic fields.

Alpha Kappa Delta - Promotes social research for the purpose of the improvement of the human condition and recognizes high scholastic achievement among juniors, seniors and sociology graduate students.

Adviser: Gerald Rosen

Alpha Mu Alpha - Recognizes excellence in the field of marketing. Adviser: Scott Greene, Marketing

Alpha Phi Sigma - Criminal Justice Honor Society provides students with references for possible careers in the field of criminal justice. Participates in field trips to gain insight into the field. Adviser: W. Garrett Capune, Criminal Justice

Beta Alpha Psi - Encourages and gives recognition to scholastic and professional excellence in the field of accounting. Adviser: Mohsen Sharifi, Accounting

Beta Gamma Sigma - Encourages and rewards scholarship and accomplishment among business administration and economics students. Adviser: Thomas Johnson, Associate Dean, College of Business and Economics

Eta Kappa Nu - Recognizes students in electrical engineering — distinguished by scholarship, activities, leadership and exemplary character — and helps these students progress by association with alumni. Adviser: David Cheng, Electrical Engineering

Kappa Tau Alpha - Recognizes scholastic achievement and encourages professional standards in mass communications. Membership is by invitation to seniors and graduate students majoring in communications.

Adviser: Tony Rimmer, Communications

Lambda Alpha - National anthropology honor society open to both graduate and undergraduate students that encourages and stimulates superior scholarship and professionalism among students in the field of anthropology. Adviser: Hilarie Kelly, Anthropology

Mu Phi Epsilon - Promotes high standards in education and performance in the professional world of music. Adviser: Nicole Baker, Music Phi Alpha Theta - Recognizes and encourages excellence in the study of history. Adviser: Gordon Bakken, History

Pi Sigma Alpha - Recognizes and encourages productive scholarship in the subject of government among junior, senior and graduate students. Adviser: Raphael Sonenshein, Political Science

Psi Chi Honor Society - Advances and maintains scholarship in the science of psychology. Adviser: Duane Welch, Psychology

Sigma Delta Pi - Recognizes high academic achievement in the study of the Spanish language, the literature and culture of Hispanic nations, and other college-level subjects. Committed to academic excellence in the discipline of Spanish and to the aid of the Hispanic community. Adviser: Pilar Valero-Costa, Foreign Languages and Literature

Sigma Phi Omega - Promotes scholarship, professionalism, friendship, and services to older persons, and recognizes exemplary attainment in gerontology/aging studies and related fields. Adviser: Pauline Abbott, Psychology

Sigma Tau Delta - Confers distinction for high achievement in undergraduate, graduate and professional studies in English language and literature. The aim of Sigma Tau Delta is to promote a mastery of written expression, to encourage worthwhile reading, and to foster a spirit of good fellowship among students of the English language and literature. Adviser: Atara Stein, English

Tau Beta Pi - Promotes and encourages scholastic excellence and service among the top eighth of junior and the top fifth of senior students in all engineering disciplines. Adviser: Peter Othmer, Mechanical Engineering

The Financial Management Association National Honor Society - Encourages and rewards scholarship and achievement in finance among undergraduate and graduate students. Eligible undergraduates must have junior or senior status in the major, with a minimum 3.25 grade point average and 3.5 grade point average in three or more finance courses. Eligible graduate students must have completed one half of their required course work and maintain a minimum 3.50 grade point average. Adviser: John Erickson, Finance

SPECIAL INTEREST HONOR SOCIETIES

The following nine societies also recognize specialized groups of individuals or areas of interest, but are not limited to a specific academic field:

Gamma Sigma Alpha National Honor Society - Promotes and recognizes scholastic excellence for CSUF fraternity and sorority members with a junior or senior standing. Adviser: Shari Scott, Dean of Students Office

Golden Key International Honour Society - Promotes and recognizes scholastic excellence and service among juniors and seniors at CSUF. Adviser: Jason Lorge, Communications

Omicron Delta Kappa - Recognizes and encourages exemplary character and superior quality in scholarship and leadership. Open to students with junior standing. Adviser: Juanita Razo, Dean of Students Office

Order of Omega National Honor Society -Promotes and recognizes scholastic excellence, leadership and service for CSUF fraternity and sorority members with a junior or senior standing. Adviser: Shari Scott, Dean of Students Office

Phi Beta Delta - Honors excellence among international students, distinguishes faculty who have studied or done research abroad, and American students who have studied abroad. Chapter Coordinator: Robert B. Erickson, International Education & Exchange Program

Phi Eta Sigma - Designed for freshmanlevel students, with chapters on more than 300 campuses nationwide, it fosters superior scholarship, exemplary character and service to both campus and community. Adviser: Jaki Coffman, Child, Family and Community Service

Phi Kappa Phi - Recognizes and encourages superior scholarship in all academic disciplines in institutions of higher learning. Faculty Secretary: Charlene Mathe, Career Planning & Placement Center

Rho Lambda - Promotes and recognizes scholastic excellence, leadership and service for members of CSUF Panhellenic sororities with a junior or senior standing. Adviser:

Shari Scott, Dean of Students Office

University Honor Society - Promotes scholarship and fellowship for students participating in the University Honors Program. Adviser: Ryan Alcántara, University Honors & Scholars Center.

442

Research Centers



CALIFORNIA DESERT STUDIES CENTER

McCarthy Hall 387 (714) 278-2428

The California Desert Studies
Center, which is located in the Mojave
National Preserve at Zzyzx, California,
11 miles southwest of Baker, California
on I-15, is a moderately equipped
field station of the California State
University system. The center provides
opportunities for individuals and
groups to conduct research, receive
instruction, and experience the desert

environment. The center manages 1,280 acres under a cooperative management agreement with the Department of Interior.

As the gateway to the entire Mojave National Preserve and Death Valley National Park, there is easy access to fossil sites, remains of Indian villages, historical wagon trails, old army forts, mining sites, and the salt flats of Silurian and Soda Dry Lakes. Research and educational offerings include the Kelso Sand Dunes; Devil's Playground; Cima Volcanic Field, Cima Dome; the Providence, Granite and New York mountain ranges, and Landfair and Ivanpah Valleys. Elevations range from 945 feet at the center to over 6,000 feet at Pinto Mountain in the New York Range.

The Desert Studies Center can accommodate 70 individuals in dormitory-style rooms. There is also a multi-station kitchen, bathhouse, laboratory, computer lab, two classrooms and a modest library.

For more information about the use of the center, contact the Desert Studies Center, Department of Biological Science, California State University, Fullerton, California 92834 or wpresch@fullerton.edu.

CENTER FOR BUSINESS STUDIES

Langsdorf Hall 700 (714) 278-2592 Fax (714) 278-7101

The Center for Business Studies develops and conducts research, consulting and training programs for domestic and international organizations, both in the private and public sectors. The focus of such programs is on management and organizational development, formulation and implementation of strategic and tactical activities, analysis of microeconomic policy impacts on organizations, and effective resource utilization. The center also serves as the contact point for individuals and organizations seeking the expertise of our faculty members. In addition, it provides qualified support for faculty research on local, regional and transnational issues.

CENTER FOR CALIFORNIA PUBLIC ARCHEOLOGY

McCarthy Hall 212

The Center for California Public Archeology houses archeological material (much of it from Orange County) and sponsors and conducts a variety of activities for CSUF students and the community. Through field work, donations and permanent curation agreements, the center has

RESEARCH CENTERS

California Desert Studies Center
Center for Business Studies

Center for California Public Archeology

Center for Children Who Stutter

Center for Community Collaboration

Center for Demographic Research

Center for Economic Education

Center for Entertainment and Tourism

Center for Entrepreneurship

Center for Ethnographic Cultural Analysis

Center for Excellence in Science and Mathematics Education

Center for Governmental Studies

Center for Insurance Studies

Center for International Business

Center for Molecular Structure

Center for Public Policy

Center for the Study of Economics of Aging

Center for the Study of Emerging Markets

Center for the Study of Religion in American Life

Center for Successful Aging

Centers for Life Span Development

Cognitive Development Laboratory

Developmental Research Center

Decision Research Center

Family Business Council

Gianneschi Center for Nonprofit Research

Institute for Economic and
Environmental Studies

Institute for Molecular Biology and Nutrition

Institute of Gerontology

Ocean Studies Institute/Southern California Marine Institute

Real Estate and Land Use Institute

Small Business Institute

Social Science Research Center

South Central Coastal Information Center

Sport and Movement Institute

Tucker Wildlife Sanctuary

Twin Studies Center

accumulated an extensive collection (about 4,000 cubic feet). With its laboratory equipment, computer facilities, comparative collections and research library, the center serves as a source for other colleges and universities, as well as professional archeologists in public agencies and private organizations. Students, alumni and other qualified community members may borrow these materials for presentations in elementary and secondary schools, and CSUF students may earn their master's degrees by analyzing these materials.

CENTER FOR CHILDREN WHO STUTTER College Park 150 (714) 278-4570

The Center for Children Who Stutter provides assessment and treatment for young children who stutter. These very young children require state-of-the-art prevention and treatment provided by professionals who are experts in stuttering.

Education and research to improve services for children who stutter are also goals of the center. The center was a logical extension of a four-year study (1992-1996) funded by the National Institutes of Health, which provided guidance in the selection of assessment and treatment approaches and access to the families of children who stutter in our service area.

The center provides internships for students who are in the Communicative Disorders master's program. Also, workshops are available for practicing speech pathologists to update their knowledge of fluency disorders.

The Center for Children Who Stutter is supported by the Department of Speech Communication and the College of Communications. The center works closely with the National Stuttering Association, a self-help group for people who stutter, and the Stuttering Foundation of America.

CENTER FOR COMMUNITY COLLABORATION

College Park 770 (714) 278-5681

The Center for Community Collaboration (CCC) at California State University, Fullerton seeks to strengthen children, youth and families in collaboration with public agencies and community-based organizations through the cooperative activities of the College of Human Development and Community Service and University Extended Education.

The center focuses on the ever-evolving education and practice needs of the community by: (1) providing the highest quality learning opportunities through partnerships with other agencies or organizations to offer interdisciplinary training workshops and certificate programs for human services, community health and education professionals; (2) supporting applied scholarship, collaborative research, and dissemination of knowledge that informs, supports and strengthens the community such as collecting research data, identifying community needs, resources, funding streams, services and results; and (3) assisting the capacity building of communities with training and technical assistance in areas such as promising practices, outcomes assessment, and as an information resource on policy issues for organizations serving children, youth and families.

A highly regarded external advisory board, a multidisciplinary team of faculty from the College of Human Development and Com-munity Service, and other units from the campus work to implement these goals in collaboration with the director of the center.

For more information about the center, please contact Michelle Berelowitz at (714) 278-5681.

CENTER FOR DEMOGRAPHIC RESEARCH

College Park 750 (714) 278-3009

The Center for Demographic Research was established in 1996 to ensure Orange County continues its presence in the development and support of demographic information. The center is sponsored by the County of Orange, League of California Cities - Orange County Division, Orange County Sanitation District, Orange County Transportation Authority, Transportation Corridor Agencies, Municipal Water District of Orange County, Orange County Water District, and California State University, Fullerton. These agencies govern and support the Center for Demographic of the Research.

The Center for Demographic Research operates in partnership with CSUF, supporting the university's learning-centered mission. The center makes its wealth of data readily available to faculty and student researchers, assists the faculty in designing instructional activities in the field of demography, and draws upon faculty research and expertise in its project activities. Through such linkages, the center provides opportunities for CSUF and other institutions of higher education to benefit from participation in regional demographic concerns.

The primary function of the center is to produce estimates and projections for housing, population and employment for a variety of geographic areas within Orange County. These efforts support both operational and long-range planning activities of various government agencies, other public or quasi-public agencies and private organizations. The center's staff engages in a variety of collaborative activities and research including: regional planning efforts; transportation modeling data preparation; and professional support of county, city, special district, and local, non-profit agency planning and evaluation efforts.

CENTER FOR ECONOMIC EDUCATION Langsdorf Hall 530 (714) 278-2248

The Center for Economic Education at CSUF provides outreach programs in economic education for the Department of Economics. It is part of the network of California Centers affiliated with the California Council on Economic Education (CCEE) and with the National Council on Economic Education (NCEE). The major objective of the center is furthering economic literacy in the schools (K-12), institutions of higher learning and in the larger community. The center seeks to achieve these objectives through curriculum development and consultation, workshops and courses, materials dissemination and education research. The Center for Economic Education is located in the university's College of Business and Economics.

CENTER FOR ENTERTAINMENT AND TOURISM

The Center for Entertainment and
Tourism serves as a coordinating unit to assist
Cal State Fullerton in developing and implementing academic programs enriched by
partnerships with off-campus representatives
of the entertainment and tourism industries.
The entertainment and tourism industries
include organizations that produce and
market goods and services intended for
amusement and diversion and leisure. These
industries comprise the following sectors:
film, television, music, radio, casinos,
gaming, spectator sports, theme and amusement parks, toys, retail destinations, the
Internet, hotels/resorts and travel.

The Center for Entertainment and Tourism has the following goals:

- To increase student awareness of careers and job opportunities in the entertainment and tourism industries in Southern California.
- To encourage faculty who have expertise and professional contacts in the entertainment and tourism field to educate and mentor students interested in the field.
- To position Cal State Fullerton as an important player in Southern California's entertainment and tourism industry.

The center maintains a professional advisory board that facilitates internship opportunities and job placement, connects entertainment professionals with faculty for research or other consulting needs, and assists with entertainment-related program development and activities on campus. The members of this board include Cal State Fullerton faculty members and executive representatives of entertainment and tourism companies in Southern California, such as the Anaheim Visitor's and Convention Bureau, American Express, AAA, Disneyland Resort, Marriott Hotels and Resorts, the Orange County Tourism Council, the Orange County Film Commission, PKF (Hospitality) Consulting, Capitol Records, and the Main Place, Fashion Island and South Coast Plaza malls.

CENTER FOR ENTREPRENEURSHIP

The purpose of the center is to develop skilled and knowledgeable entrepreneurial leaders who will successfully compete in the ever-changing business environment. The center supports entrepreneurial education and research at California State University, Fullerton and creates linkages to the region's emerging growth companies. It serves as the focus for faculty, students, alumni entrepreneurs, and friends of the university to come together and create an exciting, high-energy entrepreneurial culture. The center also aims to have cross-disciplinary links to other CSUF colleges.

CENTER FOR ETHNOGRAPHIC CULTURAL ANALYSIS

McCarthy Hall 422

The Center for Ethnographic Cultural Analysis combines training in ethnography (as a technique of observing, recording and writing about other cultures) with various forms of cultural analysis (both quantitative and qualitative). It promotes innovative educational projects, conferences, seminars and workshops. The center also serves as a resource for schools and businesses within the community that may wish to draw upon the expertise of anthropology students and faculty who are trained to observe, record and analyze the qualitative complexity of human behavior.

CENTER FOR EXCELLENCE IN SCIENCE AND MATHEMATICS EDUCATION

McCarthy Hall 527 (714) 278-4558

The Center for Excellence in Science and Mathematics Education is a joint venture of the College of Natural Sciences and Mathematics (NSM) and the College of Human Development and Community Service (HDCS). The primary functions of the center are:

- Coordinate K-12 science and math education activities on campus.
- Support efforts for obtaining external funds for the improvement of science and math education.
- Enhance outreach activities with area schools and educators.

- 4. Publicize existing science and math of education programs at CSUE.
- Promote increased access to science and mathematics to all students, especially underrepresented minorities, women and bilingual speakers.
- Foster discussion and develop innovative ideas regarding current issues and methods in mathematics and science education.
 Sponsor and schedule seminars featuring prominent educators.
- Promote collaboration between NSM and HDCS faculty in improving science and math education and classroom teaching.

An advisory committee, which consists of faculty members from CSUF and community colleges, K-12 teachers and industry representatives, provides guidance for program development.

CENTER FOR GOVERNMENTAL STUDIES

University Hall 511 (714) 278-3521

The Center for Governmental Studies supports research, training and publication that assist governmental, professional and civic groups. It is housed in the Division of Political Science and Criminal Justice and draws upon departmental, community and alumni expertise. The institute publishes monographs and books, sponsors training programs, and supports theoretical and applied research which are of interest to public policy makers. Institute funds also assist in supporting the teaching mission of the department.

CENTER FOR INSURANCE STUDIESCollege Park 650-17 (714) 278-3679/(714) 278-7296

The Center for Insurance Studies was

established by the Department of Finance in the College of Business and Economics at the beginning of the 1998-1999 academic year, when Dr. Weili Lu was appointed director. The goal of the center is to create an organization that attracts and educates talented individuals who are committed to professional careers in the insurance and financial services industry, including property, life, benefits, risk management, and health care components. The emphasis is on careers in

actuarial analysis, claims, financial planning, marketing, risk management, portfolio management, sales, technology and underwriting. Operating strategies for the center are constantly updated with the help of industry professionals. Since the center's founding there has been strong support from the industry, including a growing number of scholarships available to business students. The Insurance and Financial Services program created by the Center for Insurance Studies is one of the six tracks in the finance major.

CENTER FOR INTERNATIONAL BUSINESS

University Hall 313 (714) 278-2223

Globalization is the reality of today's business. Even for domestic U.S. firms, the market place has shifted to an international area. Diversity among world cultures and interdependence among nations call for ongoing global exchanges and education. The Center for International Business provides a forum for such interaction and facilitates training for both domestic and international groups.

CENTER FOR MOLECULAR STRUCTURE

McCarthy Hall (714) 278-3752 office (714) 278-3280 laboratory

The W.M. Keck Foundation Center for Molecular Structure (CMolS) is the first comprehensive X-ray diffraction and computational facility at a predominately undergraduate institution. CMolS is a core research and education facility that provides students and faculty throughout the 23-campus California State University the opportunity for joint research and education activities directed at the determination and critical analysis for molecular structures. CMolS has been designated a core facility for research and education in this area in the California State University Program for Research and Education in Biotechnology (CSUPERB). Professor Katherine Kantardjieff, an accomplished crystallographer and physical chemist, currently serves as director of CMolS.

X-ray diffraction is the preeminent method used in characterization of molecular substances, as well as macromolecular and solid state materials. Crystal structures are essential to our understanding of fundamental processes at the molecular level. Studies at CMolS are providing answers to important questions about the molecular mechanisms of disease,

drug resistance and solar energy storage and conversion. CSU faculty and students also use CMo1S research facilities in the design of novel materials, catalysts and organic synthetic reagents.

CENTER FOR PUBLIC POLICY

McCarthy Hall 111 (714) 278-3602

The Center for Public Policy seeks to enhance public policy dialogues in the Orange County community by encouraging faculty research on current local issues. Analysis of County infrastructure is a continuing interest, with focuses such as coastal water cleanliness, transportation, schools, sanitation and housing. Key programs include modest support for research, with an annual request for proposals from CSUF full-time faculty. The center also undertakes quarterly Orange County public opinion surveys in partnership with the Orange County Business Council. Director of the center is Dr. Keith Boyum, associate vice president.

CENTER FOR THE STUDY OF ECONOMICS OF AGING

Langsdorf Hall 711 (714) 278-7517

The Center for the Study of Economics of Aging was established in 2002, and Eric J. Solberg, professor of economics, was appointed as its founding director. The purpose of the center is to serve as a focal point for faculty, administrators, alumni, students and friends of the university to promote the study of economics of aging.

The objectives are: (1) to advocate and promote research on economic issues related to aging; (2) to foster collaboration between CSUF and other organizations; (3) to foster cooperation among the Institute of Gerontology, the Continuing Learning Experience group, the Social Science Research Center, the Center for Demographic Studies, and other campus centers in the application of economic analysis in study of aging; (4) to foster educational programs on the economics of aging; and (5) to advocate public discussions on economic policies and programs related to aging. Areas of investigation include health economics and aging, marketing and aging,

ageism in the work place, managing an aging workforce, financial and retirement planning, social security reform, housing for the elderly, and the high cost of dying.

The Center for the Study of Economics of Aging is self-supporting relying on volunteerism, contract and grant research, and contributions from donors. An advisory board of distinguished faculty, representing all of the colleges, and community leaders monitor the center's activities.

CENTER FOR THE STUDY OF EMERGING MARKETS

Langsdorf Hall 537 (714) 278-2375

The center was created to foster the study of emerging markets by sponsoring faculty research projects, curriculum updates, and international trade promotion especially for the high tech sector of Orange County in the bio-technical, telecommunications, information technology and electronic areas.

In addition to promoting the free flow of information for local and foreign firms, the Center for the Study of Emerging Markets maintains the largest regional database of high tech firms that are involved in or capable of trading internationally, qualified foreign buyers and sellers, and foreign and local funding sources for investment. Matching services are provided by trained, multilingual student interns supervised by seasoned professionals who can match local companies with their foreign counterparts. This may take the form of qualified leads, initial phone contacts, as well as advice on financing and logistical support. The center also maintains a website where the results of its research projects are published for the business community and students, as well as other academics. Each year the center also sponsors a number of international and local conferences on topics related to emerging markets.

CENTER FOR THE STUDY OF RELIGION IN AMERICAN LIFE

Education Classroom 622 (714) 278-2442

The Center for the Study of Religion in American Life, housed within the Department of Comparative Religion, seeks to support the work of the department and to relate that work to the areas of business, the health professions, the media, etc. It does so by sponsoring conferences, promoting research – especially in the area of interfaith relations – and preserving archival materials related to religious communities in Southern California whose numbers are diminishing. A Council of Business and Academic Advisers meets regularly to provide direction, advice, and intellectual and financial support to the center. The center's director is Dr. Benjamin J. Hubbard, chair of the Department of Comparative Religion.

CENTER FOR SUCCESSFUL AGING

Ruby Gerontology Center 17 Phone: (714) 278-2620 Fax: (714) 278-5317

The Center for Successful Aging, through its educational, research and service activities, has as its mission the promotion of health, vitality and well-being in later years. Housed in the Ruby Gerontology Center, and part of the College of Human Development and Community Service, the center uses an integrated approach to address the health concerns of an aging society.

The center has four distinct programs: Senior Fitness, Balance and Mobility, Health Promotion for Older Adults, and Outdoor Explorations. The specific goals are to: (1) conduct interdisciplinary research on issues related to healthy aging; (2) provide student and in-service training to prepare healthcare practitioners, rehabilitative specialists and fitness leaders to work with older adults; (3) offer a variety of health, physical, psychological and functional assessments; (4) conduct health, fitness and rehabilitation programs; (5) collaborate and partner with community agencies and facilities to provide services to improve the quality of life in later years; and (6) serve as an advocate for affecting public policy relative to healthy aging. A multidisciplinary team of faculty throughout the university works to implement these goals in collaboration with the directors of the center, Dr. Jessie Jones and Dr. Debra Rose, professors in the Division of Kinesiology and Health Promotion.

CENTERS FOR LIFE SPAN DEVELOPMENT

The Cognitive Development Laboratory and the Developmental Research Center support instruction and research in the lifespan development from infancy through adulthood. Unique opportunities are provided to students in both research training and applied psychology. The Department of Psychology is also closely affiliated with the Ruby Gerontology Center, which serves as a resource for research on topics of interest in the field of gerontology.

Cognitive Development Laboratory Humanities 519 (714) 278-2110

The Cognitive Development Laboratory in the Department of Psychology is a research training facility for students. Recent studies have focused on the memory development, gender differences in cognition and specialization of the cerebral hemispheres for thinking.

Developmental Research Center Humanities 519 E (714) 278-2147

The Developmental Research Center in the Department of Psychology supports The Fullerton Longitudinal Study, a comprehensive and systematic investigation of children's development. Data were collected from more than 100 children and their families for over 18 years.

Topics of interest include the longitudinal assessment of the relation between home environment and cognitive development; school readiness; giftedness; learning disabilities; academic intrinsic motivation; family and peer relationships; temperament and personality; social and behavioral development; parental involvement, family structure, demographics and change; and hemispheric and manual laterality.

DECISION RESEARCH CENTER

Humanities 532

(714) 278-2102

The Decision Research Center in the Department of Psychology, established in 1986, supports research and instructional activities of faculty and students in the study of behavioral decision-making. Research conducted in the center includes experimental and theoretical studies of: (1) basic psychological laws of judgment and decision-making under conditions of risk, uncertainty and ambiguity; (2) effects of sudden changes in wealth on a person's attitude toward risk (such as the effects of winning the lottery on financial decisions); (3) effects of the judge's point of view on judgments and decisions, and (4) combination of information from sources of varied expertise and bias to form judgments and decisions.

FAMILY BUSINESS COUNCIL

Langsdorf Hall 626 (714) 278-4182

The Family Business Council, established in 1994 within the CSUF College of Business and Economics, is a partnership between the business community and Cal State Fullerton. Its mission is to enhance the well-being and survivability of Southern California family businesses by providing opportunities for education, interaction and information tailored to the needs and concerns of family businesses. The middle from the A goldennia.

GIANNESCHI CENTER FOR NONPROFIT RESEARCH

Academic Programs McCarthy Hall 111-F (714) 278-5376 (200) (114) (114) (114) (114)

Charitable organizations are a vital part of the social fabric, ranging from symphony orchestras and hospitals to community clinics and animal shelters. Their services, impact and economic scope are substantial, yet the sector as a whole is little understood.

The Gianneschi Center for Nonprofit Research was established to serve the Orange County community and the field of nonprofit sector research as the repository for data about philanthropic, charitable and volunteer activity in this county. The center published the first formal study of Orange County's

nonprofit sector in 1996. Ongoing activities include maintaining the Orange County nonprofit database, encouraging scholarly research of the sector, involving practitioners and funders in designing future research projects and facilitating meaningful discussion of issues affecting the nonprofit sector.

INSTITUTE FOR ECONOMIC AND ENVIRONMENTAL STUDIES

Langsdorf Hall 702 (714) 278-2509

The institute issues regular economic forecasts, provides analysis-based policy advice on economic and environmental issues, and studies regional economic impacts. The institute undertakes independent studies, as well as contract research into the areas of its focus with private and public entities. It seeks funding for research and training; sponsors conferences and workshops; presents studies and reports of interest to business, government, academic and general communities. Whenever possible, the institutes activities are structured to allow the participation of graduate and undergraduate students at Cal State Fullerton.

INSTITUTE FOR MOLECULAR BIOLOGY AND NUTRITION

McCarthy Hall 282 (714) 278-3614

The Institute for Molecular Biology and Nutrition is an interdisciplinary organization comprised of faculty members from the Departments of Biological Science, and Chemistry and Biochemistry. The mission of the institute is the exploration of ideas and problems concerning cell and molecular life science by: (1) fostering communication of scientific ideas to its membership, affiliated departments, the university, and to the community at large; (2) promoting active research on cellular and molecular problems; (3) encouraging student research in affiliation with members of the institute; (4) development of courses related to the institute's mission that benefit from the unique interdisciplinary approach; and (5) fostering research and education in biotechnology.

THE CSUF INSTITUTE OF GERONTOLOGY

Ruby Gerontology Center Room 8 (714) 278-4686

The Institute of Gerontology is located within the Ruby Gerontology Center and brings together the many varied aspects of aging-related education and research at CSUF. The mission of the institute is the advancement of successful aging practices through education, research and community service. Programs and projects developed and sponsored by or affiliated with the institute, promote successful aging within the broad parameters of wellness of mind and body and through the implementation of appropriate public policies.

The institute enhances the dissemination of information pertaining to gerontology and engenders multi- and inter-disciplinary research and projects, promoting a university environment that is congenial for such research and activities in gerontology. The institute fosters the communication of ideas and information concerning gerontology, and whenever possible, the activities and programs are structured to allow the full participation of all its members.

OCEAN STUDIES INSTITUTE/ SOUTHERN CALIFORNIA MARINE INSTITUTE

McCarthy Hall 282 (714) 278-3614

The Ocean Studies Institute, which consists of seven California State University campuses (Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona and San Marcos), participates in training scientists and educating the general public by coordinating and facilitating marine educational and research activities.

The OSI has recently merged with the University of Southern California and Occidental College to form the Southern California Marine Institute, which is located at 820 South Seaside Avenue, Terminal Island, CA 90731; (310) 519-3172; Fax (310) 519-1054.

Through its affiliation with the Southern California Marine Institute, the OSI provides facilities for introducing students to the marine environment and for intensive participation by students pursuing professional programs. The OSI owns and operates the R/V Yellowfin (76-foot vessel), which is used by classes and research programs in biology, geology and ocean engineering. In addition to research vessels located at Terminal Island, the facility includes a 5,000-square-foot building with laboratories, classrooms and running sea water system.

USE INSTITUTE

Langsdorf Hall 522

The Real Estate and Land Use Institute is a branch of the California State University system's applied research and professional and public education center for real estate and urban land use. The mission of the institute is to promote and advance knowledge, objective research and education in the area of real estate and land use economics by: (1) providing a neutral and consistent source of real estate research, analysis and data to the real estate community, government agencies and educators in Orange County; (2) providing a neutral forum where professionals in the field address key real estate and land use issues; and (3) maintaining liaisons with government agencies, private industry and associated organizations with interest in public policy affecting real estate and land use.

SMALL BUSINESS INSTITUTE

Langsdorf Hall 664 (949) 644-4541

The Small Business Institute has many programs designed to guide and help smaller, fast-growing businesses. One of the most important is its program in which faculty and students offer business consulting to 50 firms a year. The students are graduating seniors or MBA candidates who work under the close direction of faculty advisers. They prepare a major report that includes recommendations for improved performance.

More than 950 Orange County firms have received this service. The institute selects outstanding reports to submit to the national case competitions. In 1996, 1997, 2000, 2001 and 2002 teams of students – competing against approximately 250 other schools – were named national winners.

Many other teams won regional honors.

SOCIAL SCIENCE RESEARCH CENTER McCarthy Hall 38 (714) 278-3185

The Social Science Research Center (SSRC), under the auspices of the College of Humanities and Social Sciences, provides research services to community organizations and research support to CSUF faculty members. The center's primary goal is to assist non-profit and tax-supported agencies and organizations to answer research questions that will lead to improved service delivery and public policy.

The SSRC conducts surveys, evaluation research, needs assessments and image studies. The center also specializes in telephone survey research, conducts mailed surveys and administers face-to-face interviews. In addition, the SSRC can assist in proposal preparation and in all phases of social research, including the development of survey and evaluation instrumentation, research design, data collection, statistical analysis, and technical report writing. Through these activities, the SSRC provides applied research and training opportunities to students and CSUF faculty members.

THE SOUTH CENTRAL COASTAL INFORMATION CENTER

McCarthy Hall 477

Hosted by and linked with the Department of Anthropology, the South Central Coastal Information Center (SCCIC) is one of twelve regional information centers in California that comprise the California Historical Resources Information System (CHRIS). CHRIS works under the direction of the California Office of Historic Preservation and the State Historic Commission. These information centers

provide historical resources information to local governments and individuals with responsibilities under the National Environmental Policy Act, National Historic Preservation Act, and California Environmental Quality

Since its inception in the early 1970s, the SCCIC (formerly housed at UCLA) has been a fundamental source of archaeological information for Ventura, Los Angeles and Orange Counties. The SCCIC now maintains the most extensive historical resources information base available for south central coastal California (including approximately 7,000 records of prehistory and historic archaeological sites, more than 10,000 reports of historical resource studies, and more than 30,000 historic resources inventory records).

Information about historical resources is maintained in various forms such as 7.5' USGS Quadrangle Maps, historical resource records and reports, and computerized data. SCCIC clients are generally archaeologists, historians, architectural-historians, developers and planning agencies. For more information, see http://anthro.fullerton.edu/sccic/Default.htm.

SPORT AND MOVEMENT INSTITUTE

Physical Education 134 (714) 278-3316

The purpose of the Sport and Movement Institute is to promote an atmosphere congenial to research, creative activity and services concerned with human movement and its related phenomena. Specifically, the organization endeavors to: (1) provide services of evaluation, consultation and advisement; (2) foster and encourage the generation and communication of ideas and information: (3) interpret and facilitate the practical application of research findings; (4) provide opportunities for individuals and community groups to participate in activities of the institute, that include clinics, workshops and seminars; (5) promote and support research and other scholarly activities on the part of the membership.

TUCKER WILDLIFE SANCTUARY

McCarthy Hall 166

(714) 649-2760 or (714) 278-2638

The Tucker Wildlife Sanctuary operates as a nonprofit California State University, Fullerton Foundation agency. Located in Modjeska Canyon in the Santa Ana Mountains, the sanctuary provides a program of continuing educational service to the community, a research center for biological field studies, a facility for teacher education in nature interpretation and conservation education, and a center for training students planning to enter into the public service field of nature interpretation.

TWIN STUDIES CENTER

Humanities 521J

(714) 278-2568

The Twin Studies Center of the Psychology Department is designed to serve two purposes: (1) conduct research projects on twins that will contribute to knowledge concerning the rearing and educating of twins and enhance our understanding of human development; and (2) provide information to the public concerning psychological and biological aspects of twinship. Dr. Nancy L. Segal is the director of the Twin Studies Center.

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SOCIAL ROLENCE RESEARCH CENTERS

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Student Affairs

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Student Affairs



VICE PRESIDENT FOR STUDENT AFFAIRS

Langsdorf Hall 805 (714) 278-3221

STUDENT AFFAIRS

Academic Appeals
Assistant Deans for Student Affairs
Career Planning and Placement Center
Counseling and Psychological Services
Disabled Student Services
Educational Enhancement Programs
Financial Aid
Guardian Scholars Program
Honors and Scholars Support Services
Housing and Residence Life
International Education and Exchange
Student Academic Services
Student Affairs Research Center
Student Health and Counseling Center
University Learning Center

STUDENT LIFE

Dean of Students Office Associated Students, CSUF, Inc. Intercollegiate Athletics

Women's Center/Adult Reentry

INTRODUCTION

Classroom activity is devoted to the academic development of the learner. Student Affairs offers programs that support the academic program and simultaneously provide students with services and opportunities for personal growth. Some Student Affairs programs such as housing and financial aid emphasize their service and educationally supportive roles; others, such as counseling, accentuate their developmental aspects. The opportunities offered by Student Affairs vary from the traditional social activities to lectures and concerts funded through Associated Students, CSUF, Inc. Developmental activities include the exploration of personal and vocational life styles, and leadership and training.

Student Affairs comprises Academic Appeals, Assistant Deans for Student Affairs, Associated Students, CSUF, Inc., Career Planning and Placement Center, Counseling and Psychological Services, Dean of Students Office, Disabled Student Services, Educational Enhancement Programs, Financial Aid, Guardian Scholars Program, Honors and Scholars Support Services, Housing and Residence Life, Intercollegiate Athletics, International Education and Exchange, Student Academic Services, Student Affairs Research Center, Student Health and Counseling Center, University Learning Center, and Women's Center/Adult Re-entry.

VICE PRESIDENT FOR STUDENT AFFAIRS

Langsdorf Hall 805

(714) 278-3221

The vice president's office coordinates and supervises all Student Affairs services and programs. The vice president is responsible for the quality of student life on the campus and works with faculty, administration and students to improve the campus environment. This office is also charged with administering the university's academic appeals procedure and the student disciplinary codes.

ACADEMIC APPEALS

Langsdorf Hall 805 (714) 278-3836

Student Appeal of Grade Disputes or Charges of Academic Dishonesty

Students have the right of due process if they feel they have been treated unfairly or with prejudice. They may appeal a grade dispute or charge of academic dishonesty to the Coordinator of Academic Appeals, who will guide them through the procedure to be followed. The student must go through several steps seeking to resolve the issue before it can be considered by the Academic Appeals Board, which is composed of three faculty and two students. Contact the Office of the Vice President for Student Affairs for further information.

ASSISTANT DEANS FOR STUDENT AFFAIRS

The assistant deans work in collaboration with the vice president for Student Affairs, the deans in each college, and the Student Affairs staff at the El Toro Campus to deliver services that support student progress toward degree and professional objectives. In addition, the assistant deans design and coordinate programs with faculty, students and administration that enrich the academic environment and enhance student development within the colleges.

Responsibilities of the assistant deans may include counseling students with personal and academic concerns, coordinating orientation and retention programs, advising student groups, administering scholarship programs, and developing alumni and community support for the college.

Contact the college dean's office for information on how to reach your assistant dean for student affairs.

CAREER PLANNING & PLACEMENT CENTER

Langsdorf Hall 208 (714) 278-3121

The Career Planning and Placement Center provides career counseling and employment services. The center has designed many programs and services to fit career exploration, planning and employment needs. One of the most popular services is listing of local, part-time jobs for Cal State Fullerton students.

Whether a student is just beginning to think about a major or a career, or is ready to look for a job, the center has counselors and programs that will help define and achieve career goals. The center draws upon both on- and off-campus contacts and resources by working closely with employers and on task forces with faculty to plan career programs. Make the time to get acquainted with and use the center's services and programs.

The center's website www.fullerton.edu/ career is the first place to check for up-to-date information about all of our events, activities and services. On our website, you will find the calendar of events, the logon page for Titan Connection, career information pages created by industry specialist staff, links to employer websites, links to job search sites, resume writing tips, interview preparation, job search techniques, a career planning timeline and lists of employers attending campus events.

Opportunities for employment and internships are located on Titan Connection www.fullerton.edu.career. Titan Connection provides lists of student assistant positions on campus, internships, and full- and part-time employment opportunities

in the community.

Walk-in advising is the first stop for all students and alumni who visit the Career Planning and Placement Center. This is where the career decision-making process and labor market research can begin. Career counseling is available by appointment to assist students in developing career goals, determining methods of obtaining those goals and implementing a viable job search.

CHOICES CT is a computerized program that provides clear and individualized approaches to career decision-making. The program will help you examine your values

and interests, explore career options and research program information regarding graduate and professional schools.

The COMPASS Program (Career Exploration & Life Planning, CO 252) is a one-semester learning community designed for freshmen who have not yet declared a major or who are unsure about their choice of major. This course is taught by Career Planning and Placement Center professionals and can make a strong contribution to your success at Cal State Fullerton.

Each fall the Career Planning and Placement Center sponsors a Graduate and Professional School Fair that is attended by representatives from approximately 100 schools. Representatives come to campus to share information about their programs and to recruit Cal State Fullerton students.

Teacher Job Fairs are held once a semester and offer student teachers and other teacher candidates the opportunity to meet and interview with California school district representatives.

The Internship & Job Fair event, which is held each fall and spring semester, offers excellent opportunities for students to meet with employers to apply for positions and to explore career and professional options. Students can meet with representatives from a variety of business, non-profit and government organizations to ask questions and collect career-related information.

Workshops and seminars are scheduled each semester. The workshops may include the following topics: career planning, resume writing, interview skills, job search techniques, business etiquette, Internet job searches, job search techniques for international students, and other college-to-work topics. A list of dates, times and locations are announced on our website: www.fullerton.edu/career.

The Campus Interview Program brings employers to campus each semester to conduct interviews for current professional job openings. This program provides graduating seniors, graduate students and alumni with opportunities to interview with these employers.

The Career Resource Library contains an extensive collection of job search, occupational and labor market information and references to help students with their educational and career search. A checkout system has been instituted which enables students to borrow materials overnight or over the weekend.

The staff of the Career Planning and Placement Center is responsive to the needs of students, alumni and employers. Services are available without cost to currently enrolled undergraduate and graduate students, as well as alumni who are within one year past their graduation date.

COUNSELING AND PSYCHOLOGICAL SERVICES

Student Health and Counseling Center East Building (714) 278-3040

The Counseling and Psychological Services staff is dedicated to providing high quality and effective psychological counseling and brief psychotherapy to registered students who are facing problems in their lives, their studies and their relationships. The ultimate objective of CAPS is to contribute in a significant way to student learning and to the development of CSUF students as effective, mature and responsible adults.

CAPS staff members are trained mental health professionals who are licensed psychologists and marriage, family and child therapists; doctoral-level psychological counselors; and supervised graduate interns. Any student who is currently enrolled at CSUF is eligible for counseling services; couples may also be seen as long as one member of the couple is a student at CSUF.

DISABLED STUDENT SERVICES

University Hall 101 (714) 278-3117 (V) 278-2786 (TDD)

The Office of Disabled Student Services provides assistance and offers support services to students with temporary and permanent disabilities. The purpose of this program is to make all of the university's educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities. The program serves as the delegated authority on campus to review documentation and prescribe specific accommodations for students with disabilities. The professional and support staff are experienced in serving the particular needs of persons with disabilities.

The program works in close cooperation with other university departments in order to provide a full range of services. These services include academic accommodations (readers, note takers, tutors, interpreters/RTC for the

deaf/hard of hearing, alternative testing), counseling, disabled person parking, application assistance and priority registration, academic advisement, career counseling and job-placement, housing and transportation, referral and advocacy.

The program also provides diagnostic assessment, counseling, advisement, advocacy and supportive services for students with psychological and other functional and/or learning disabilities.

The program encourages involvement and input from students, faculty and staff in order to maintain a responsive and quality program.

Information regarding programs and services available to students with permanent and temporary disabilities may be obtained from the Office of Disabled Student Services.

EDUCATIONAL ENHANCEMENT PROGRAMS

Educational Enhancement Programs, funded by the Department of Education, were instituted to assist disadvantaged students in reaching their educational goals. These programs target low income and first-generation secondary students, college students and adults, and provide them with educational services to ensure that they graduate and then continue their education at the next level. The objectives of these programs are to increase educational opportunity, raise academic performance, and improve retention and motivation for student success.

GEAR UP - Anaheim University Hall 234 (714) 278-5117

The GEAR UP Program ensures that disadvantaged middle school and secondary students are prepared for, pursue and succeed in postsecondary education. GEAR UP was established to provide students with a comprehensive set of services and activities to assist them in achieving educational success.

Ronald E. McNair Scholars Program University Hall 179 (714) 278-7315

The Ronald E. McNair Scholars program is designed to prepare economically disadvantaged and traditionally underrepresented students for doctoral studies. The program provides opportunities for students to define goals, engage in research, and develop the skills and student/faculty mentor relationships critical to success at the doctoral level.

Upward Bound Math Science University Hall 215 (714) 278-3634

The Upward Bound Math Science
Program is designed to assist eligible high
school students with preparation for a postsecondary education. These students are
low-income, first-generation postsecondary
students, grades 9-12 from the following high
schools: Anaheim, Buena Park, Santiago and
Savanna. Participants are encouraged to
develop their potential to excel in math and
science and to pursue post-secondary degrees
in these fields.

The program focuses on academic achievement, career development, personal and financial aid assistance, and exposure to the various opportunities available to students on college campuses. Program participants participate in tutoring, Saturday Academy sessions, a six-week summer residential program, and a bridge component for graduating seniors.

Upward Bound North University Hall 215 (714) 278- 4311

Upward Bound South University Hall 215 (714) 278-3254

Upward Bound North and Upward Bound South are federally funded, comprehensive educational programs designed to assist low-income and first-generation students to acquire the skills and motivation necessary to complete a program of secondary education and to provide preparation to enter and succeed in a program of post-secondary education.

CSUF Upward Bound participants are selected from various high schools that have demonstrated a need for the services offered by the program. All students participate in year-round academic activities, including summer residential living.

Upward Bound North provides services to John Glen High School, La Serna High School, Norwalk High School and Pioneer High School.

Upward Bound South provides services to Century High School, Saddleback High School, Santa Ana High School and Valley High School.

FINANCIAL AID

University Hall 146 (714) 278-3125

The Office of Financial Aid is committed to providing eligible students with the necessary financial aid resources to ensure their academic success. The office provides financial assistance to more than 12,500 students annually and administers over \$80 million each year through the following student financial assistance programs:

Parent Loan (PLUS) Program

Federal Perkins Loan
Federal Stafford Loan
Federal Pell Grant
Federal Supplemental Educational
Opportunity Grant
Bureau of Indian Affairs Grant
State University Grant Program
State Educational Opportunity Program
Grant
Federal Work Study Program
Cal Grant A
Cal Grant B
Private Scholarship
Emergency Loan Fund

For further information concerning financial aid programs available at the university, see the Registration Procedures section of this catalog, or call the Office of Financial Aid at (714) 278-3125.

GUARDIAN SCHOLARS PROGRAM Commons 120 (714) 278- 4900

The Guardian Scholars program was created to acknowledge the accomplishments of students who have left the foster care system, and were wards of the court. These students, who have overcome substantial obstacles in pursuit of their education, are rewarded with a generous scholarship that covers their educational expenses including fees, housing and books.

More than just a scholarship, this program provides advising and mentoring to help ensure that these students will achieve their academic potential.

HONORS AND SCHOLARS SUPPORT SERVICES

Pollak Library North 120 (714) 278-7440

Honors and Scholars Support Services offers a unique, comprehensive program to challenge and motivate outstanding students throughout their university experiences. Support is provided in areas of outreach and recruitment, orientation, program management, and the coordination of honors societies functions and special university events. The program offers special seminars, high interaction with outstanding faculty members, and the opportunity for students to enhance their leadership abilities.

The center provides advice, support and encouragement for students seeking fellowships and awards. Emphasis is placed in providing guidance and advice on applying to graduate and professional schools, as well as assistance in completing the application processes for prestigious scholarships and awards such as Fulbright, Truman and Rhodes.

HOUSING AND RESIDENCE LIFE Cobb Residence Halls-Housing Office (714) 278-2168

Cal State Fullerton's on-campus housing accommodates approximately 800 students. The residence hall complex consists of three-bedroom double occupancy and four-bedroom single occupancy, apartment-style suites and a community center. The three-bedroom double occupancy suites are designed to accommodate six students while the four-bedroom single occupancy suites accommodate four students. Several suites have special facilities for disabled students.

Each suite is equipped with a stove, refrigerator, dishwasher and microwave oven. Priority for single occupancy spaces is given to those individuals with at least one semester of university on-campus housing experience and to those students with junior class standing or above.

The community center offers recreational and academic services, as well as a lounge, game room and a coin-operated laundry facility. Barbecue grills, basketball and volleyball courts are also available for leisure and recreational activities.

The Housing and Residence Life Office also assists students in their search for offcampus housing by providing updated listings of local apartment complexes. Bulletin boards are available for posting cards by students seeking roommates or accommodations. Other listings highlight rooms for rent in private homes and rooms in exchange for work. Information is available on referrals for community housing agencies handling landlord/tenant law.

Residence hall space is available for summer session students and for educationally related groups sponsoring workshops and programs on campus. Contact the campus Housing and Residence Life Office for further information.

INTERNATIONAL EDUCATION AND EXCHANGE

University Hall 244 (714) 278-2787

California State University, Fullerton is a community of people from many nations and cultures. The Office of International Education and Exchange is dedicated to promoting the exchange of knowledge and experience within the multicultural campus community and with the world at large. The office provides information and assistance for all international students attending CSUF and for U.S. students planning to study abroad.

International Students

More than 1,500 students from nearly 90 countries study at CSUF as international students, and the staff of the Office of International Education and Exchange endeavors to provide them with the best possible academic and personal experience. The office provides visa eligibility documents, pre-arrival information, and orientation to newly admitted students. The door is always open for students to meet with an adviser to discuss academic concerns, cultural adjustment, immigration matters or just to chat.

Campus activities such as cultural events and holiday celebrations occur throughout the year. The office coordinates programs in the community such as the Fullerton International Friendship Council, which offers home visits with local families.

Study, Work and Travel Abroad

A year or semester overseas can provide an invaluable educational experience. Cultural awareness, language skills and an in-depth knowledge of one's field from an international perspective are but a few of the many benefits of studying abroad. A well planned program offers career advantages with the increasingly multinational and multicultural organizations and communities of Southern California.

The California State University International Programs is an academic year program with centers in 18 countries. International Programs participants remain enrolled at CSUF, earn residential credit, and pay an International Programs participant fee and home campus fees. All personal expenses are the student's responsibility.

CSUF has established campus-based direct exchange programs with universities in many other overseas sites including China, France, Germany, Japan and Mexico. Application and admission requirements vary somewhat by country. No overseas tuition is charged; students pay regular CSUF campus fees, plus international transportation, living and related expenses. Semester programs are available.

Detailed information on both the CSU International Programs and exchange programs may be found in the "International Programs" section of this catalog.

Information on International Programs, as well as a general library on study, work and travel abroad is available in the International Education Office.

Intercultural Development Center

The Intercultural Development Center offers educational support programs and services for foreign-born students, particularly recent immigrants and refugees from Southeast Asia. Students are offered programs such as employment skills workshops, peer support groups, and traditional cultural celebrations. The center also provides information on service-learning and volunteer opportunities with community agencies serving recent immigrant populations in Orange County.

The Intercultural Development Center builds cross-cultural awareness in the campus community by serving as a resource center with published materials and presentations on diverse cultures. The center is well equipped to assist immigrant and refugee students with academic and personal problems.

STUDENT ACADEMIC SERVICES

University Hall 138

(714) 278-2484

The mission of Student Academic Services is to create an environment where all students have the opportunity to succeed. The services and activities the department administers to achieve its mission are all centered around student retention and graduation. Student Academic Services is committed to serving a diverse population and providing students with a rich educational experience.

The department coordinates the services of a number of student programs. These programs give particular attention to the educational needs of low income and disadvantaged college students to ensure that they have services available to them to successfully complete their college education.

The following programs are administered by Student Academic Services.

Educational Opportunity Program University Hall 231 (714) 278-2784

The Educational Opportunity Program (EOP) is charged with improving the access and retention of low-income and educationally disadvantaged students. EOP students have the potential to perform satisfactorily at CSUF, but may be unable to realize this potential due to educational or economic barriers.

EOP provides admission and financial aid information to help students complete the admissions process. In addition, EOP students can make use of academic services such as tutoring, orientation sessions, basic skills workshops and counseling.

Intensive Learning Experience (ILE) McCarthy Hall 26 (714) 278-7236

Intensive Learning Experience (ILE) serves students who score in the lowest quartile on the English Placement Test and/or the Entry Level Mathematics Examination. ILE strives to increase the retention of students by ensuring their timely enrollment in appropriate developmental math and English courses. The program also makes referrals to other services in Student Academic Services such as counseling and skills workshops.

MESA Engineering Program Computer Science 201 (714) 278-3879

The MESA Engineering Program is an academic support program designed to recruit, retain and graduate students. MESA serves educationally disadvantaged students and emphasizes participation by students from groups with low eligibility rates for four-year colleges.

The program offers students assistance in the following areas: admission and matriculation, orientation courses, study center, tutoring, academic counseling, student organizations, and scholarships and incentive grants.

Student Diversity Program University Hall 183 (714) 278-5897

The Student Diversity Program addresses the low retention and graduation rates of student athletes and other at-risk students by improving their use of campus academic support services and by enhancing their academic development and achievement through additional support services tailored to meet their individual needs.

The Student Diversity Program supports a network program for the at-risk student population. The program first provides guidance and retention services to diverse student populations by developing and implementing action plans and programs to address academic, social and cultural needs. Second, the Student Diversity Program maintains a complex early assessment and reporting system to enhance student academic and social interaction.

Student Retention Services University Hall 143 (714) 278-2288

Student Retention Services provides a variety of educational support activities to students. Services include: academic advising, personal counseling referrals, basic skills workshops, individual and/or small group tutoring, career exploration workshops and orientation courses.

An essential mission of the office is to increase retention. All retention services are delivered to first- and second-year EOP students and to other students, such as those on academic probation or in jeopardy of disqualification.

The Student Support Services program offers numerous services for college students to improve their academic performance. Through services such as instructional support, tutoring and mentoring, the program gives students the educational tools necessary to be successful at Cal State Fullerton.

Summer Bridge University Hall 143 (714) 278-2784

This six-week residential program during the summer allows new students to become accustomed to living and working on campus. Instructional support is provided in English and reading. In addition, specialized workshops are offered to help improve listening and communication skills. The program provides a good opportunity for new students to establish a strong network of friends, faculty and staff members whom the student can rely on for help during the academic year.

Testing Services University Hall 229 (714) 278-3838

The Testing Services office provides a variety of testing opportunities to the university. The office supports the counseling services available through the Career Planning and Placement Center by administering a variety of vocational tests designed to help students gain a better understanding of themselves and of their goals and interests. These tests are administered on an individual basis in response to counselor referrals.

National group testing programs related to undergraduate and graduate school admissions and teacher certification are also coordinated by the center. Information on the following is available in the center:

American College Test (ACT)
Scholastic Assessment Tests (SAT)
Graduate Record Examination (GRE)

Graduate Management Admission Test
(GMAT)

Law School Admission Test (LSAT)

Medical College Admission Test (MCAT)

Professional Assessments for Beginning Teachers (PRAXIS)

California Basic Educational Skills Test (CBEST) Test of English as a Foreign Language
(TOEFL)

The center also administers other group tests related to CSUF degree requirements. Information on the following is available in the center:

English Placement Test (EPT)
Entry Level Mathematics (ELM)
Examination in Writing Proficiency
(EWP)

Accounting Qualifying Examination (AQE)

Mathematics Qualifying Examination
(MQE)

STUDENT AFFAIRS RESEARCH CENTER

Langsdorf Hall 206 (714) 278- 4865

The Student Affairs Research Center provides leadership in the performance of quality research about students. The center is a resource for information about students and performs and supports secondary and primary research of all forms. Research projects include survey research, such as the annual campus climate assessment; qualitative research including focus groups and secondary data analysis, such as records review and database analyses. The center provides consultation to all researchers on issues concerning survey research, instrument selection and project development.

STUDENT HEALTH AND COUNSELING CENTER

Student Health and Counseling Center -West Building (714) 278-2800

Basic medical care at the Student Health and Counseling Center is available to all registered students. Physicians, nurse practitioners and registered nurses staff the center, which has its own laboratory, X-ray and pharmacy. Specialty services include orthopedics, podiatry, physical therapy and optometry.

Our competent medical staff offers a wide range of care to help you stay well and get better quickly should you become ill or injured. All medical records are confidential and protected against unauthorized release by state and federal law.

The basic medical services are supported jointly by the state budget and a student mandatory health fee. Certain augmented services are available at a low fee. An optional

Titan Health Card is available to cover unlimited use of augmented services at a reduced fee and can be purchased at the Student Health and Counseling Center. Stop by or call (714) 278-2813 to schedule an appointment.

UNIVERSITY LEARNING CENTER

McCarthy Hall 33 (714) 278-2738

The Learning Center supports the following university goals: 1) establish an environment where learning and the creation of knowledge are central to everything we do; 2) assess student learning collegially, and continually use the evidence to improve programs; 3) integrate advances in information technologies into learning environments; 4) create opportunities in and out of the classroom for collaborative activities for students, faculty and staff; 5) ensure that students of varying age, ethnicity, culture, academic experience and economic circumstances are well served; 6) facilitate a timely graduation through class availability and effective retention measures.

To accomplish these goals, the Learning Center provides a wide variety of services to students; promotes collaborative efforts among students, faculty and staff; and supports the academic enterprise, ensuring that every student will have the opportunity to succeed. In addition, the center provides a safe, user-friendly interactive environment that encourages the creation of many communities of learners.

In the center, collaborative learning groups provide support for general education and major classes, which involves small-group study led by a student who attends the class with the group and works closely with the professor. Study skills, such as time management, test-taking strategies, and note taking are included as part of the group's activities. In addition, the center houses a computer-learning lab that provides access to the Internet. Both MacIntosh and PC terminals are available for student use.

WOMEN'S CENTER/ADULT REENTRY

University Hall 205 (714) 278-3928

The Women's Center's primary objective is to foster a greater awareness of women's issues. Its goal is to promote gender equity through improved communication between women and men. It is open to all interested students. The center's hours are from 8 a.m. to 5 p.m. Monday through Friday. Evening appointments are always available.

The Women's Center is a place for all students – women and men. It is an excellent place for students to receive support, information and resources to help them explore issues of gender equity, as well as contemporary gender issues.

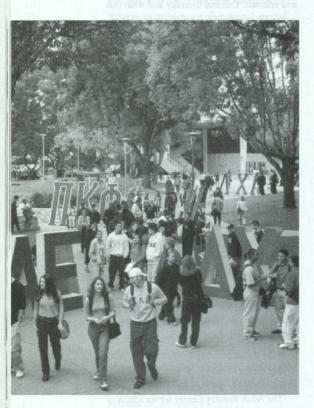
Programs and services include individual counseling, speakers, skill-building workshops, developmental groups, resource information, and referrals. Cultural diversity and what that means for women of color is of special concern to the Women's Center. African-American women, Asian women, and Latinas will find groups and books specific to the concerns of each of these populations. The Women of Color Resource Center, part of the Women's Center, provides excellent internship opportunities for students.

The Women's Center has developed a community education program focused on decreasing violence against women. The program focuses on training and internships for students who seek to work in the area of domestic violence prevention. Education on the sociology and prevention of date rape, stalking, sexual harassment and sexual assault are also available.

The Women's Center is closely involved with the bachelor's degree in Women's Studies. The center is dedicated to supporting the growth and awareness of individuals who choose the women's studies major or minor. Some Women's studies classes are also taught in the Women's Center.

The Adult Reentry Center serves adults who, after a break in their education, are considering beginning or continuing their college education. The center provides support and guidance for currently enrolled reentry students and others whose needs differ from those of the traditional university student. The center also provides information and assistance with university application and registration procedures, as well as personal, academic and career counseling. Special programs, groups, workshops, films, and discussions that focus on the special needs of reentry students are presented each semester. Evening hours are always available.

Student Life



DEAN OF STUDENTS OFFICE

Titan Student Union 235 (714) 278-3211

ASSOCIATED STUDENTS, CSUF, INC. OFFICE

Titan Student Union 207 (714) 278-3295

INTRODUCTION

Student Life provides educational opportunities outside of the classroom at California State University, Fullerton. Students can take full advantage of the many activities, programs and seminars offered as part of a well-developed co-curriculum on campus. Students not only attend events but also participate in the planning and implementation of a full slate of activities held throughout the year.

DEAN OF STUDENTS OFFICE

The students, staff and programs that comprise the Dean of Students Office offer developmental experiences for students desiring to learn and practice leadership skills. Society looks to universities to provide the next generation of leaders, but frequently little is done to give students preparation for this role. In the Dean of Students Office, opportunities range from a more structured learning environment, such as the Student Leadership Institute, to participating as an officer in a student club or volunteering in surrounding communities with the Volunteer and Service Center. Retreats and workshops are held to help students acquire the expertise they will need now and in the future.

The Dean of Students Office provides information and assistance in registering a club or organization. In addition, one can get information about the 210 student clubs and organizations currently registered at CSUF. The Dean of Students Office is responsible for scheduling club meeting space in all campus buildings (except the Titan Student Union), as well as for scheduling reservation space for outdoor activities. The professional staff is available to help plan, implement and evaluate any type of program or project. The staff can also assist in budget development, publicity, fundraisers and conferences. The professional staff conducts workshops throughout the semester and covers such topics as successful event program planning and group dynamics. The Dean of Students Office staff advises all student groups wishing to sponsor campus-wide cultural programs.

JUDICIAL AFFAIRS

Titan Student Union 235 (714) 278-3211

Students are expected to conduct themselves as mature members of the campus community. The Judicial Affairs officer conducts educational workshops that promote and educate students about campus expectations. This office is responsible for coordination of the established judicial procedures if accepted university standards have been compromised and is also a contact point for academic appeals. Additional information on Academic Appeals can be found in the Student Affairs section of this catalog.

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

Greek Life

Titan Student Union 235 (714) 278-3211

Greek letter fraternities and sororities with national affiliations are active at Cal State Fullerton. With a choice of eight fraternities and six sororities, students can find a group to join that will match their involvement goals. Additionally, there are Asian, Latino and African-American-focused fraternities and sororities in which students can also participate. Recruitment information is available at the Dean of Students Office.

Multicultural Leadership Center Titan Student Union 234 (714) 278-7633

The Multicultural Leadership Center seeks to create learning environments that enhance the multicultural experience on campus.

The center provides three primary services: multicultural resources, including a library and calendar of events; multicultural programs, including cultural and ethnic student organization advisement, special event coordination, and cultural graduation recognition ceremonies coordination; and leadership and diversity training for all students.

Student Leadership Institute Titan Student Union 235 (714) 278-5999

The Student Leadership Institute is a nationally recognized program that offers non-credit workshops for CSUF students on leadership development topics. The program is for all students who are interested in improving their leadership skills and in getting involved on campus. The Student Leadership Institute offers five certificate programs: University Leadership, Peer Myself for Better Racial Awareness and Cultural Enrichment), Public Service and Non-Profit Leadership, and Career Leadership.

NEW STUDENT PROGRAMS

Student Information and Referral Center University Hall 178 (714) 278-2501

The Student Information and Referral Center (SIRC) is a place where new and continuing students can get questions answered and learn about services and programs on campus designed for student success at Cal State Fullerton. SIRC provides general campus information, campus involvement information, on-campus student organization information and highlights evening programs and services. In addition, SIRC is the home of New Student Programs, which assists new students in making a successful transition to the university. SIRC is open Monday through Thursday 8 a.m. to 7:30 p.m. and Fridays 8 a.m. to 5 p.m.

New Student Orientation

New Student Orientation provides new freshman and transfer students and their family members with an introduction to the opportunities for learning at CSUF both in and out of the classroom. A strong emphasis is placed on general education and getting registered for classes in the first semester. The programs also provide a place to meet people, get an overview of the campus and discover the traditions of CSUF.

Titan Week of Welcome (WOW)

Titan Week of Welcome is an opportunity to join with others in the CSUF community to welcome new students and kick off the new academic year. Titan Week of Welcome is held during the first weeks of the fall and spring semesters. Events and programs offered during WOW range from academic open houses to the popular Discoverfest, an activities and involvement fair held in the Quad.

New Student Information Center Langsdorf Hall 112 (714) 278-3120

The New Student Information Center offers new and continuing students general information about campus events and services, directions and campus hours. Students and visitors are able to pick up applications for admissions, information about on-and-off-campus housing, student handbooks and general information about the various services on campus.

Campus Tours

Call the New Student Information Center to schedule a tour of the campus. Tours are offered daily: Monday, Wednesday and Friday at 10 a.m. and Tuesday, Thursday and Friday at 3 p.m. Group tours for 15 or more people should be scheduled a minimum of two weeks in advance of desired tour date and time. Tours last 60 to 90 minutes.

Freshman Programs

Staff members in New Student Programs work closely with Academic Affairs in producing a variety of freshman programs such as Fullerton First Year, Live 'n' Learn, Compass and more, all designed to assist first-year students in making the transition to college as productively as possible.

Ask the Titans

Ask the Titans is a Web-based information service designed to answer any question a student may have. Log on to www.fullerton. edu/deanofstudents/ask, and fill out the question form. Your question will be answered within 48 hours.

STUDENT LIFE

America Reads and Counts Titan Student Union 247 (714) 278-4665

America Reads and Counts is a nation-wide work-study program for college students designed to educate children in mathematics and reading. CSUF students tutor and mentor K-6th grade students in traditional, year-round and after school programs. All CSUF students who are work-study approved are eligible to serve as America Reads and Counts staff members.

Student Organization Resource Center Titan Student Union 247 (714) 278-7622

Students who want to meet and get to know others who are interested in similar types of co-curricular activities can join one of the 210 active student clubs and organizations on campus. The Student Organization Resource Center provides information about club meeting times, dates and locations. Categories of clubs include academic, honor, cultural, professional, religious and recreational. Academic and professional organizations are either closely affiliated with academic areas at Cal State Fullerton and/or have national professional affiliation. These groups offer students a chance to network with faculty and community members who have similar career interests. The Student Organization Resource Center also provides programs and services to student leaders responsible for coordinating student organizations. Services include organization registration, mailboxes, room reservations and event planning advice and resources.

Volunteer and Service Center Titan Student Union 2 (714) 278-7623

The Volunteer and Service Center connects students with volunteer opportunities. The center provides quality service to the surrounding community while broadening the knowledge and experience of the servers as responsible and active members in a democratic society. The Volunteer and Service Center provides a wide range of community service projects that are student-run and dedicated to issues such as tutoring and mentoring, college prep and hunger and homelessness. Additionally, students can use the center to identify service-learning courses. Community service programs provide a variety of experiences, including volunteer work, internships, academic credit projects, and some compensated experiences. The center will help place students in both on-campus and off-campus agencies.

ASSOCIATED STUDENTS, CSUF, INC. Titan Student Union 207 (714) 278-3295

Associated Students, CSUF, Inc. (ASI) is a campus involvement connection at California State University, Fullerton. ASI offers a variety of learning experiences through its government, programs and services. Many campus special events are the product of student efforts to bring students new educational opportunities, teach them about the campus, and provide a friendly, social atmosphere at CSUF.

ASI is a non-profit corporation supported by the activity fee students pay through registration each semester. By paying this fee, students are automatically a member of ASI. The purpose of the corporation is to provide academic and co-curricular programs and services for students. When students are involved in ASI, they are a part of an energetic, productive group learning valuable organization and communication skills that can augment their personal and professional growth. Find out more at www.asi.fullerton.edu.

ASI Government

The ASI government controls the actions of the corporation; it is a powerful, active organization that has a need for students with all types of talents and skills. To apply for a position or find out more about student government, visit the ASI government office in the Titan Student Union.

ASI President and Executive Vice President

The ASI president and executive vice president are chosen through student elections each spring and manage the corporation, its employees and volunteers. These officers represent students' needs and interests to CSUF's faculty and administration, and to the surrounding community, and participate in several university committees. Along with the executive staff, the president and executive vice president submit recommendations to the ASI Board of Directors on the corporation's annual budget of more than \$4.3 million.

ASI Executive Staff

The executive staff works with the president and executive vice president to direct the programs and operation of the corporation.

All executive staff members are appointed by the ASI president. Students may apply for these positions in the ASI government office.

The ASI vice president for finance coordinates the budget process. The director for administration recruits students for presidential appointments and implements special projects. The director of statewide affairs is the CSUF representative to the California State Student Association. This statewide organization influences decisions about education, fee schedules and related topics. The public relations director is responsible for marketing the corporation and communicating with the campus community. Student volunteers are assigned specific duties according to the needs of the corporation.

ASI Board of Directors

The ASI Board of Directors is composed of two representatives from each college who are elected to serve one-year terms. The ASI president, executive vice president, executive staff members, executive director, one faculty council representative, and one appointee of the university president also sit on the board. Directors also sit on various board subcommittees and other university committees.

These directors represent the student body and work with the executive staff to implement programs that fulfill students' academic and co-curricular needs. They deal with issues regarding the business and affairs of the corporation, including approving budgets and appointments, authorizing business contracts, and issuing policy statements for administrative purposes.

The weekly meetings of the ASI Board of Directors are held in the Legislative Chambers in the Titan Student Union. All Students are welcome to attend. Board seats are open to all qualifying students. Election applications are available at the midpoint of each semester in the ASI government office in the Titan Student Union.

Associated Students, Inc. Productions (ASP) Titan Student Union 268 (714) 278-3501

ASP provides the university community with a variety of entertainment events through its major weekly series: Wednesday Noontime Concerts in Becker Amphitheater, Pub Shows in the Titan Student Union's Underground and Thursday Night at the Movies at Titan Theater in the Titan Student Union. Musical acts in the Amphtheater and the Pub encompass a range of genres including rock, ska, jazz, pop, Latin/ salsa and country. Films shown include both recent releases, as well as classics. Additionally, ASP Union and Special Programming programs a variety of smaller eclectic acts and larger participatory events on campus. The series are normally free to all Cal State Fullerton community members. Occasionally, larger speakers or bands do require a nominal cover charge. If you are interested in finding out more about ASP or becoming a part of the ASP staff, please contact the administrative director at (714) 278-3501.

Association for Intercultural Awareness (AICA)

Titan Student Union 261 (714) 278-2914

AICA exists to enhance the university experience of Cal State Fullerton students by raising the awareness of and by celebrating the multicultural student population of Cal State Fullerton. Member organizations desire to promote understanding, tolerance and celebration of these many cultures. As a funding council of Associated Students, CSUF, Inc., AICA is responsible for the channeling of ASI funds to member organizations to provide the campus with multicultural programming. As a programming body, AICA sponsors monthly Intercultural Symposia and the yearly AICA week to increase dialogue and discussion about cultural issues on campus. For more information about AICA or to inquire about membership, please contact the chair at (714) 278-2914.

Camp Titan Titan Student Union 259 (714) 278-3036

Founded in 1969 as the philanthropy of Cal State Fullerton students, Camp Titan provides 150 underprivileged Orange County children with a free summer camp experience each June. The tradition continues with 50 Cal State Fullerton students volunteering over 220 hours of their time to make the camp possible by serving as program staff and counselors. The goal of the camp is to teach children to raise self-esteem, heighten social skills and confidence, build a respect for nature and develop new friendships. The camp is sponsored and managed by Associated Students, CSUF, Inc. For more information or to become part of Camp Titan, please contact the camp director at (714) 278-3036.

InterClub Councils Titan Student Union 269 (714) 278-7736

The InterClub Councils serve as a funding council for student organizations connected to academic programs and majors. InterClub Councils are responsible for the channeling of ASI funds to member organizations to provide the campus with a variety of co-curricular activities including speakers, symposia, publications and the like. For more information, contact the assistant dean of the respective college.

Children's Center Buildings 200 and 400 (714) 278-2961

The Children's Center is sponsored and funded by Associated Students, CSUF, Inc. For a nominal fee, children aged 3 months through 5 years whose parents are CSUF students, staff or faculty members can benefit from the services of the center. Trained preschool teachers offer a comprehensive curriculum that covers learning skills in several areas of education.

Legal Information and Referral Annex Office on Campus, Titan Student Union 258 (714) 278-5757 or (714) 870-5757

Associated Students, CSUF, Inc. contracts with the College Legal Clinic, a Fullerton-based corporation, to provide information on legal procedures and initial consultation on all types of legal matters. If desired, students are referred to Orange County attorneys for reduced fee services. A 24-hour hot line is maintained by the College Legal Clinic.

Titan Student Union

The Titan Student Union is located on the northwest corner of campus and provides areas for club and organizational meetings, recreation, relaxation, food service and study. Each semester a portion of student fees helps support the services available.

Titan Student Union Governing Board

The Titan Student Union Governing
Board establishes operating policies for the
Titan Student Union. Board members include
students, faculty, an alumni representative,
administrative representatives and an appointee
of the university president. Additionally, the
board also evaluates the programs and services of the Titan Student Union, as well as
space allocation and budgetary matters.

Board members are involved in several committees. Among them are: the Food Services Committee, Policy Committee, Space Allocation Committee, Art Acquisition Committee, and the Long-Term Planning Committee. Any student may apply for a board position.

Information and Services

TSU Information and Services has the answer to most questions about CSUF. It's the place to purchase OCTA bus passes and ticket books; tickets for area theme parks, campus events and local movie theaters; receive vending machine refunds; retrieve lost belongings from "lost and found"; and obtain general campus information.

University Conference Center

This office provides meeting/event facilities and related services in the Titan Student Union for student groups, faculty/staff groups, and for the surrounding community. While specific room rental rates vary, some facilities are frequently available at no charge to CSUF-chartered student organizations.

Amphitheatre

The Becker Amphitheatre was built by Associated Students, CSUF, Inc. in conjunction with the Titan Student Union. The amphitheatre, located just southeast of the Titan Student Union, is used for noontime concerts, theatre productions and other live entertainment.

Center Gallery

The Center Gallery offers displays of student, graduate and faculty artwork. Exhibits usually feature the work of a single artist and are shown for three weeks. All exhibits are chosen by a student art gallery coordinator.

Graphic Services and Photo Lab

Titan Student Union Graphic Services develops quality flyers, brochures, logos, letterheads and posters. Services include illustration, layout design, paste-up and desktop publishing. This area also offers a complete black and white photo lab.

Mainframe Computer Lounge

Aside from the study lounges, this is one of the most popular services offered by the Titan Student Union. Here, students can use personal computers to give their assignments that professional look.

The area also features soft chairs, bright lights for reading, and a counter full of magazines. The Mainframe has a wide selection of the latest music CDs including rock, alternative, jazz, classical and country-western music. Headsets are available for personal listening.

Round Table Pizza Pub, Food Court, Garden Cafe

The Pub's congenial atmosphere offers a place to relax and sells soft drinks, beer and wine, and Round Table Pizza. Major sporting events are shown on the Pub's televisions and music is played continuously. The Pub is located on the Titan Student Union's lower level.

The Food Court is located on the main level of the Titan Student Union and features a variety of food offerings including national and regional chains, such as Togo's and Krispy Kreme Doughnuts. Visitors also enjoy fast, healthy and diverse food selections from Mexican to Asian, and sandwiches to grill selections.

The Garden Cafe is located on the lower plaza of the Titan Student Union and offers a unique cafe menu in a pleasant outdoor garden setting.

Games and Recreation

It's mostly fun 'n' games on the lower level of the Titan Student Union. The recreation area offers a place for diversions that include a lounge with a large screen television, a billiard room, video and pinball games, locker rentals, small table games and the Titan Bowl. The CSUF community is invited to participate in the various bowling leagues and tournaments sponsored each semester.

Titan Theatre and Pavilion

The Titan Theatre and Pavilion are available to clubs and organizations for meetings, conference lectures, and other presentations. It can be reserved through the University Conference Center office.

Rec Sports Physical Education 121 (714) 278-3978

Believing that recreation and leisure pursuits are an integral part of one's total educational experience and achievement, Rec Sports, a program of the Titan Student Union, strives to provide all students with an opportunity to use their leisure time wisely in order to attain the highest degree of physical reward and mental relaxation.

The benefits of the recreation program are numerous, and it has been proven time and again, that those who maintain good health and physical fitness, perform better in all aspects of life. These programs are free to all students.

Fitness Facilities

A program of unstructured recreational activities is available to all CSUF students. By presenting a valid photo ID card, students can participate in the supervised use of numerous facilities including the racquetball and tennis courts, swimming complex, gymnasium and fitness lab. These facilities are open seven days a week.

Intramural Sports

The Intramural Sports Program is a student-funded recreational-based program of competitive leagues and tournaments. The program is accessible to all CSUF students, faculty and staff. Students have an active participative voice in all operations of the program through student assistants, as well as the intramural representatives who sit on the Intramural Sports Council. Activities such as flag football, ultimate frisbee, bowling, basketball, softball, and volleyball are scheduled at various times and days to accommodate individual schedules.

Sports Clubs

The Sports Clubs program at Cal State Fullerton is designed for individuals and organizations with similar athletic and/or recreational interests who wish to compete against other teams outside the university. They meet on a regular basis to teach and develop skills, and to promote the sport or activity. While competing in leagues and tournaments with other colleges, universities and local clubs, they are representatives of California State University, Fullerton. All competitions are on a non-varsity (Non-NCAA) level. Typical clubs include rugby, bowling, and surfing.

Student Family Memberships

Current CSUF students who are married may purchase a recreation membership for their spouse and children (21 years and younger, living at home). Unmarried students living at home may purchase a recreation membership for their parents and siblings (21 years and younger, living at home).

Intercollegiate Athletics

CONFERENCE MEMBERSHIPS

National Collegiate Athletic Association (NCAA) Division I

Big West Conference

The rise of academic prestige at California State University, Fullerton has grown alongside the development of one of the nation's impressive young athletics departments. The intercollegiate athletics department provides student-athletes the opportunity to compete against the country's finest competition, as well as providing a top-notch education. In an effort to ensure academic development, the university provides counseling systems designed specifically for student-athletes. Those services include academic advisement, guidance counseling and daily study halls.

CSUF also has made a commitment to provide facilities that enable fans and athletes alike to enjoy first-rate competition. The long-awaited Sports Complex gives Fullerton fans a much-needed home multipurpose and soccer stadium. The complex provides a 10,000-seat stadium plus upgraded baseball facilities that seat more than 4,000. Also included are two lighted softball diamonds and a lighted track that enable fans to enjoy the university's many night events. Titan Gymnasium already enjoys tremendous popularity among the local community, with more than 3,500 fans able to attend home basketball (men's and women's), women's gymnastics and women's volleyball events. An outdoor swimming complex, racquetball courts, weight-training facilities, a high-level gymnastics practice facility, plus facilities for wrestling and fencing make the Fullerton athletics complex a step above.

MEN'S INTERCOLLEGIATE ATHLETICS

Baseball

Few NCAA Division I baseball programs have enjoyed the degree of success that the Titans have had over the past 25 years. During that time, the Titans have won 18 conference championships, 11 regional championships and three national championships. Major League stars Tim Wallach (Los Angeles Dodgers), Phil Nevin (San Diego Padres) and Mark Kotsay (San Diego Padres) have developed at Fullerton. In total, there have been 33 CSUF baseball products competing in the major leagues. Additionally, the Titans boasted two 1996 Olympic team members in Kotsay and Brian Loyd. Year in and year out, the Titans compete against the nation's finest programs and always come out winners.

Basketball

The development of Fullerton basketball has been one of college sports' finest Cinderella stories. Often in contention for the Big West Championship, the program has produced more than half a dozen professional prospects, including current NBA player Bruce Bowen. The Titans made a pair of NIT appearances, to go with a trip to the NCAA Final Eight in 1978. 1984 Olympic Team point guard Leon Wood is one of many fine athletes who have helped develop the Titans into a program that will continue to grow. The university's commitment to basketball ensures success in the years to come.

Cross Country

Men's cross country is making positive strides. The program competes in the very competitive Big West Conference, which is perennially in the spotlight of national attention. The campus and outlying community offer a beautiful setting, which enables the sport to set new standards among local and national universities.

DEPARTMENT OFFICE

Titan House

(714) 278-2777

DIRECTOR OF ATHLETICS

Brian Quinn

SENIOR ASSOCIATE DIRECTOR OF ATHLETICS

Dr. Maryalyce Jeremiah

ASSISTANT DIRECTOR OF ATHLETICS, COMPLIANCE/ACADEMICS

Dr. June Kearney

ASSOCIATE DIRECTOR OF ATHLETICS, MEDIA REALTIONS

Mel Franks

COACHES

Baseball

George Horton

Basketball

Donny Daniels (Men)

Barbara Ehardt (Women)

Cross Country/Track (Men/Women)

John Elders

Fencing (Men/Women)

Heizaburo Okawa

Gymnastics (Women)

Julie Knight

Soccer

Al Mistri (Men)

Ali Khosroshahin (Women)

Softball

Michelle Gromacki

Tennis (Women)

Bill Reynolds

Volleyball (Women)

Carolyn Zimmerman

Wrestling

Dan Hicks

ATHLETIC ACADEMIC SERVICES

Soccer

Soccer is another of Fullerton's many sports where strong coaching has turned the program into a West Coast power. Al Mistri developed one of Southern California's finest soccer programs at Damien High School in LaVerne before taking over here. Through hard work and support from a summer soccer camp, Coach Mistri has turned Titan soccer into one of the NCAA's most competitive men's squads. Fullerton shared the conference championship in 1986 and 1992 and placed third in the nation in 1993 and fifth in 1994. The Titans have upset the nation's No. 1 ranked team five times (in nine attempts) during Mistri's 22-year tenure.

Fencing

One of the West Coast's few Division I fencing programs gives prospective athletes a chance to train in a traditional, unique sport. The team has enjoyed a great deal of success over the past few years competing against other universities in sabre, foil and epee.

The Titans annually place at the NCAA Championships.

Track

Reinstated for the 1989 season, a spring outdoor track program provides a complement to the fall cross country schedule and should attract greater numbers of athletes. A new running track is part of the Sports Complex and has accelerated the growth of a program that was one of the mainstays of Fullerton's athletics department in the early 1970s. The Titans boast the current world record holder in the long jump in Mike Powell, a new assistant to coach John Elders.

Wrestling

Another sport that few West Coast schools support is prospering in Orange County as CSUF proves that hard work and strong coaching can bring success. Prospective athletes will find an atmosphere that is unparalleled among California universities. Top-notch competition and an All-American environment are two reasons why Fullerton wrestling is so successful. The Titans compete in the rugged Pac-10 conference and typically send multiple qualifiers to the NCAA championships.

WOMEN'S INTERCOLLEGIATE ATHLETICS

Basketball

The rise in popularity of women's basketball has its foundations tied to the success of Fullerton women's basketball teams. Under former Coach Billie Moore, the Titans won one of the very first national championships given out in the sport. Two of women's basketball's greatest names have risen from Fullerton – 1976 Olympian Nancy Dunkle and 1991 All-American Genia Miller, more recently Genia Miller Rycraw of the Los Angeles Sparks.

Fencing

One of the West Coast's few Division I fencing programs gives prospective athletes a chance to train in a traditional, unique sport. The team has enjoyed a great deal of success over the past few years competing against other universities.

Gymnastics

The consistent efforts of the women's gymnastics squad have made them a top-20 national power for virtually all of 25 seasons. No other school in the nation has produced more All-Americans or finished in the top three for more years than the Titans. Potential scholar-athletes receive an opportunity to compete and win year-round.

Soccer

This popular and growing sport for women was added in 1993, and Head Coach Ali Khosroshahin has goals for success matching the men's squad. He won the Big West Conference championship in his first season (2001). In a few short seasons, the program has established a winning overall record. All-American Dolores Browning finished the 1995 season as the nation's No. 3 scorer.

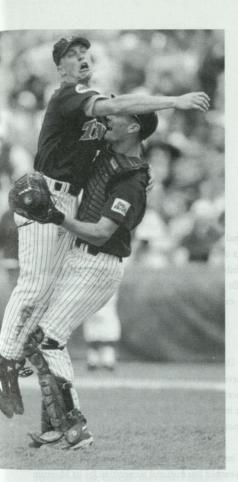
Softball

The sport of softball continues to set new standards of excellence on the local and national levels. Always a contender for the NCAA title, the Titans captured their first championship in 1986. Former Coach Judi Garman brought the university countless All-Americans, including former Broderick Award winners Kathy Van Wyk, Susan Lefebvre and Connie Clark. Head Coach Michelle Gromacki expects to continue the winning ways, and she won Big West Conference championships her first three seasons (2000-02). A two-diamond, oncampus facility enables an even greater audience to enjoy one of the nation's most successful teams face off against other national powers.

Cross Country

The rebirth of a spring track schedule has been a boon to cross-country, as athletes in the distance races can now train on a competitive level year-round. Heather Killeen became the Titans' first Division I cross-country All-American in 1994 and then won three events at the 1995 Big West Conference Track Championships. She was one of 10 finalists for 1995 NCAA Woman of the Year.





Volleyball

Titan volleyball is proving to be a program to watch. Recent success, combined with the obvious attraction of competing against NCAA Championship contenders who are members of the Big West, the nation's strongest volleyball conference, make volleyball an exciting attraction. The acquisition of future athletes plus the development of budding stars should create an environment that will enhance the program's success.

ATHLETIC ACADEMIC SERVICES

(714) 278-3057

As an integral part of the CSUF student advising system, the assistant director of athletics, academics and the Office of Athletic Academic Services provides advisement for student-athletes and referrals to campus academic support units, and conducts programs that are designed to assist student-athletes in meeting their academic goals.

Tennis

One of the university's many programs on the rise, Fullerton can take advantage of the beautiful climate of Orange County to attract the area's top tennis players. The Titans placed two athletes on the ITA Scholar Athlete All-America Team in 1996, Jennifer Canfield and Kara Kolb. The redevelopment of the tennis facilities in the Sports Complex make Titan tennis a program that is bound to remain competitive in the Big West.

Track - Indoor and Outdoor

Steady improvement and a growing coaching staff have combined to fuel optimism that the Titans will become a competitive force in the Big West Conference. A new running facility and the advancements made in distance running by the cross country team, combined with the climate in Southern California, should ensure Fullerton of a solid track program. The Titans boast the current world record holder in the men's long jump in new assistant coach Mike Powell.

Resources



RESOURCES

Anthropology Museum

Art Gallery

Center for Internships and Cooperative Education

Center for Oral and Public History

Chicano Resource Center

Daily Titan

Dining and Vending Services

Foreign language laboratory

Fullerton Arboretum

Grand Central Art Center

Herbarium

Mathematics Tutoring Center

Opportunity Center for Science and Mathematics Students

Reading Clinic

Speech, Language and Hearing Clinic

Theatre and Dance Department Productions

Titan Communications

Titan Shops

Undergraduate Reading Lab

Writing Center

ANTHROPOLOGY MUSEUM

McCarthy Hall 424

The Museum of Anthropology is an educational and research resource for the university and the community. It houses, sponsors and conducts a variety of activities as part of the CSUF Anthropology program, from lecture series to exhibits. Archaeological exhibits in the museum have included artifacts from California, the Middle East, Mesoamerica, the Southwest and Oceania, but the Museum sponsors exhibits that explore all aspects of anthropology, not just archaeology.

ART GALLERY

Since 1963 the Art Gallery at California State University, Fullerton has presented exhibitions and produced corresponding publications that have made substantive scholarly contributions to the field of visual culture. The Art Gallery fosters cross-disciplinary interaction and study, and its exhibitions function as instructional tools that inspire and challenge students and faculty. The highly publicized gallery projects represent the most visible and direct bridge between the art department and the general community.

In 1970, the Art Gallery moved to its current and permanent location in the Visual Arts
Department. In subsequent years, the gallery has earned international recognition for its Museum
Studies and Exhibition Design graduate program that provides students with practical and
conceptual experience.

CENTER FOR INTERNSHIPS AND COOPERATIVE EDUCATION

Langsdorf Hall 229

(714) 278-2171

Valuable teaching and learning can occur outside the classroom. The Center for Internships and Cooperative Education has formed partnerships with business, industry, government agencies and community organizations to offer students the opportunity to gain academically related work experience prior to graduation. These practical learning opportunities extend the walls of the university, allowing students to combine theory and practice at an early stage in their professional growth. Both paid and unpaid internships are available.

Internships are beneficial to students in many ways:

- Academically: Integrate classroom theory with real-life experiences; understand the relevance
 of course work; increase motivation to learn
- Professionally: Explore a professional work environment; develop professional skills; establish a work history; build a network of professional contacts
- Personally: Increase self-confidence; improve human relations skills; prepare for life after graduation
- Financially: Approximately 70 percent of the internship positions posted with the Center for Internships and Cooperative Education are paid.

At Cal State Fullerton, internships are part of the academic mission. Our nationally recognized model provides students in nearly every major with an internship course.

A faculty internship coordinator supervises the course and is there to support learning and to provide guidance throughout the internship. Assignments and meetings with faculty help students reflect on their internship tasks and projects and facilitate connections between "hands-on" work and the content and theories in course work. At the completion of the internship, students

will have professionally-related work experience for their resume and reflected on their academic transcript.

Planning ahead is very important. Students should establish a file with the Center for Internships and Cooperative Education the semester prior to when they would like to begin an internship. For further information and orientation schedules, contact the Center for Internships and Cooperative Education. The center is open 8 a.m. to 5 p.m., Monday through Friday. Students can visit the center's website at www.fullerton.edu/internships for additional information.

CENTER FOR ORAL AND PUBLIC HISTORY

Pollak Library-South, Room 363 (714) 278-3580

The Center for Oral and Public History was established in 2002 and takes the place of the Oral History Program, which originated in 1968. The center inherits the Oral History Program's diverse 3,000 audio and video interviews relating largely to Orange County, Southern California and the western United States. Tapes and/or transcriptions of these interviews are available for student or community use through the center's office in Pollak Library-South, Room 363, Monday through Friday. An online catalog is being developed for accessing the center's holdings. Oral history workshops are provided by the center, which offers oral history classes through the History Department, Asian American Studies Program and Ruby Gerontology Center.

As part of its extended mission, the Center for Oral and Public History will connect the university with broader audiences by promoting historical skills and services related to editing, archives and record management, family/community studies, historic preservation, documentary film production, policy analysis, heritage tourism and high-technology media. An important function of the center will be to advise interested students on courses and majors to develop their knowledge and skills in public history.

In addition, the Center for Oral and Public History undertakes extensive grant and contract work through its research associates, sponsors a publication program and coordinates transcribing and binding/embossing services. The operation of the center is under the auspices of the History Department, with funding support from the College of Humanities and Social Services.

CHICANO RESOURCE CENTER

Pollak Library-South 170A and 171 (714) 278-2537

The Chicano Resource Center provides support for the academic, research and cultural interests of students, faculty and staff.

The center was originally established in 1972 as a specially funded project to develop the university's collection on Mexico and the Southwest. Consequently the center is dedicated to building a complete collection of materials related to the Chicano experience.

The Chicano Resource Center is a great place to identify and locate resources on the history, culture and contemporary issues of Chicanos in the United States. The vast majority of materials, especially books and periodicals, are dispersed throughout the Library and are made available for study and research through library-wide retrieval mechanisms. The center also provides support to the Department of Chicana and Chicano Studies and related disciplines in developing specialized resources for study and research. The center further enhances existing university support services to ensure the recruitment, matriculation and retention of Chicano/Latino students at the university.

DAILY TITAN

Cal State Fullerton's *Daily Titan* is recognized as one of the best college newspapers in the United States. In recent years, the *Titan* and its reporters, editors and designers have won hundreds of regional and national awards.

The online edition of the *Daily Titan* was selected the best in the nation in the 1998

Associated College Press competition. The print edition was a finalist for best in the nation in 2002.

The Daily Titan is published every Tuesday through Friday throughout the academic year. It is produced, written and edited entirely by Cal State Fullerton students. Video coverage for the Titan's website and all photographs are produced by CSUF students.

The *Daily Titan* has a daily readership of more than 22,000. It is distributed at more than 40 locations on campus, as well as in news racks near the university and at the El Toro Campus.

Work on the *Daily Titan* provides intensive experience in news writing, copy editing, page layout, and the myriad other functions necessary to produce a modern daily newspaper and website.

DINING AND VENDING SERVICES

California State University Fullerton, Foundation Dining Services provides a large selection of dining options.

The Titan Student Union Food Court features Togo's sandwiches and salads, Titan Grill, Green Burrito, Busy Bee Asian Foods, Round Table Pizza Pronto! Krispy Kreme Doughnuts, and Starbucks Coffee and Bakery, in addition to Rock'N'Roll Pasta and Round Table Pizza and Pub located in the Titan Student Union Underground.

Titan Coffee, located on the second floor of Titan Shops Bookstore, features Starbucks coffee and bakery items.

Carl's Jr. Restaurant is located on the east side of campus, along with Langsdorf Hall Express, which specializes in Healthy Choice sandwiches, wraps, soups, salads and Starbucks coffee and bakery items and daily specials.

Nutwood Café is located south of Nutwood Ave. on the first floor of the College Park Building. Nutwood Café features Starbucks coffee and bakery items, hot breakfast items, sandwiches, soups, salads and daily specials.

One of our newest food services is El Toro Café located on the El Toro Campus, about 19 miles from the Cal State Fullerton Campus. El Toro Café features Starbucks coffee and bakery items, hot breakfast items, assorted sandwiches and wraps, soups and a wide variety of salads and daily lunch specials, as well as several grab-n-go convenience meals.

We have also added a convenience store at the new student housing complex featuring coffee, assorted bakery items, sandwiches, salads, snack foods, microwaveable items, meals to go and toiletries.

We also offer a wide variety of carts featuring gourmet pretzels, hot dogs, churros, Kettle Master's popcorn, Tastea Beverages and Juice It Up!. Our vending services also include pay phones throughout the campus and laundry machines in our Residence Halls. In addition to these venues, we offer a large variety of Pepsi, snack and coffee machines throughout the Fullerton and El Toro campuses.

Our Catering Program offers an extensive selection of prepared menu items for breakfast meetings, business luncheons, receptions and formal dinners to wedding receptions. Additionally, we provide food and beverage concessions at all university-related sporting

events, concerts, etc. For additional information, visit us at our food service website: www.csuf-food.com or our catering website www.csuf-catering.com

If you would like to discuss your event or have any questions, please call us at (714) 278-7293 or (714) 278-4124.

FOREIGN LANGUAGE LABORATORY Humanities 325

(714) 278-2153

A 24-station computer laboratory featuring multimedia interactive capabilities facilitates both individual and group learning activities in conjunction with a networked instructor station. The computer lab is also connected to the Internet, where students can access a wide variety of authentic language materials contained in websites in the countries whose languages they are studying. Adjacent to the computer lab is an 18-station Tandberg IS-10 audiotape lab.

FULLERTON ARBORETUM

The Fullerton Arboretum, a 26-acre botanical garden, is located on the northeast corner of campus. The gardens contain plants from around the world. Many are grouped according to their moisture requirements. Others form special collections such as conifers, palms, rare fruits and California natives. Special plant displays help visitors select materials for their own landscaping.

The recirculating waterfall, streams and ponds are a focal point for migratory waterfowl and visitors from the university and surrounding communities. The Arboretum is an island of serenity in an increasingly metropolitan environment.

The Arboretum also offers opportunities to study local history and culture. Heritage House, nestled in the garden, is the restored residence and medical office of Dr. George C. Clark, an Orange County pioneer physician. The Clark home was built in 1894 and exemplifies the Eastlake Victorian style of architecture. The house is listed in the National Register of Historic Places and the Inventory of California Historic Sites. It is also an Orange County Historic Site. It is open to the public on weekends and weekdays by reservation. Trained docents discuss period furnishings and memorabilia.

The CSUF Associated Students, Inc. (ASI) helped to initiate the Fullerton Arboretum by contributing \$10,000 in 1971. Since then,

ASI has contributed support monies each year to hire students to help in the maintenance and operation of the Arboretum.

The Friends of Fullerton Arboretum, a volunteer support group, also supplies operating monies, manages the gift and garden shop, propagates plants for plant sales and provides countless hours of volunteer effort on behalf of the Arboretum.

The Fullerton Arboretum is open 8 a.m. to 4:45 p.m., seven days a week. The Arboretum is closed on Thanksgiving, Christmas and New Year's Day.

GRAND CENTRAL ART CENTER

125 N. Broadway Santa Ana (714) 567-7234

The City of Santa Ana and Cal State
Fullerton formed an innovative alliance in
1993 to create the university's Grand Central
Art Center, located in downtown Santa Ana
in the heart of the Artists Village. The center,
which opened in spring 1999, is housed in
a block-long, 45,000 sq. foot facility. The
\$7.5 million renovation of the historic 1924
building was a joint venture designed to bring
together art, education and the community.

The Grand Central Art Center provides a setting for graduate art majors to live, learn and work in an artists community. In addition to studio and living space for students, the art center houses classrooms, galleries and exhibition spaces, a black-box theater. plus a print-making studio, gallery gift shop, and café and reading room. The center's 83-seat black-box theater presents lectures, film series, panel discussions and productions by the university's award-winning theatre department. In addition, the International Artist-in-Residence Program provides the opportunity for professional artists from around the world to live and work at the center while working directly with CSUF graduate students and the community.

HERBARIUM

The Fay A. MacFadden Herbarium is named after Fay A. MacFadden, who sold her extensive collection of plants to the university just prior to her death in 1964. The collection now includes more than 25,000 vascular plants, about 12,000 bryophytes and nearly 800 lichen specimens. The plants are used as research and teaching tools.

MATHEMATICS TUTORING CENTER

McCarthy Hall 187

The Mathematics Tutoring Center is available on a drop-in basis to all students enrolled in a mathematics class. Tutors are trained to help students understand the basic concepts necessary to complete homework assignments and to perform well on exams. The center is open Monday through Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. until noon. The Mathematics Tutoring Center is directed by Dr. Harriet Edwards.

OPPORTUNITY CENTER FOR SCIENCE AND MATHEMATICS STUDENTS

McCarthy Hall 488 (714) 278-7082

The Opportunity Center for Science and Mathematics Students offers a resource center for students to enhance their time on campus. Students can take advantage of the center's computers for word processing and Internet access to research many science and mathrelated websites. The comfortable setting also provides study tables for individual or group study sessions and a conference room that can be reserved for meetings. Tutors for biology, physics, math and chemistry courses also are available.

The center also provides a wealth of information on scholarships, research programs, career opportunities and graduate school programs. Students can find out how to become involved in student organization activities and learn how to get published in Dimensions: the Journal for Undergraduate Research in Natural Sciences and Mathematics. The assistant dean for student affairs in the College of Natural Sciences and Mathematics is available for advisement on campus policies, student success skills and campus referrals. The center is open from 8 a.m. to 7 p.m., Monday through Thursday and from 8 a.m. to 5 p.m. on Friday.

READING CLINIC

Education Classroom 24 (714) 278-7971

The Reading Clinic serves three major purposes. First, it provides a controlled, supervised setting for the training of reading specialists and classroom teachers who wish to improve their skills in working with learning disabled and reading disabled students.

Second, the clinic serves as a community service providing very low cost, high quality instruction in reading that is not available elsewhere in Orange County.

The third purpose of the clinic is to provide parent education to community members whose children have reading disabilities. The clinic provides parent inservice sessions and a website on literacy information. The clinic is proud of its 30-year service to the university and community.

SPEECH, LANGUAGE AND HEARING CLINIC

The Speech, Language and Hearing Clinic is an integral part of the university's curricular programs leading to a B.A. and M.A. Degree in Communicative Disorders. Since 1961, the Department of Speech Communication has provided speech, language and hearing services to the community in conjunction with its training program for professional speech-language pathologists. The graduate program in Communicative Disorders holds the distinction of being one of only two academic programs in California to maintain continuous accreditation by the Council on Academic Accreditation of the American Speech-Language-Hearing Association since September 1969.

The clinic is composed of a Speech Pathology Unit, an Audiology Unit and several research laboratories with special emphasis given to voice disorders, normal communication alternatives, and disorders of communication in persons who have diverse linguistic or cultural backgrounds. The clinic offers the services of: a resident professional speech-language pathologist who holds the Certificate of Clinical Competence (CCC-SLP); faculty supervisors who are clinically certified and hold doctoral degrees in the field; and student clinicians who have met strictly prescribed standards for admission to clinical practicum. Referrals to the clinic come from a variety of sources including: physicians, teachers, rehabilitative centers, private speech-language pathologists and audiologists, and self-referrals. Services available at the clinic include diagnostic evaluations; therapeutic intervention; audiometric testing; and rehabilitative audiology, including hearing aid evaluations, screening tests for students seeking state credentials, and family counseling relative to problems associated with communicative disorders.

THEATRE AND DANCE DEPARTMENT PRODUCTIONS

The Department of Theatre and Dance produces six plays, two musicals and two dance concerts each year on their main stages along with theatre for young audiences, touring plays, MFA project productions, and original one-acts. CSUF students receive special rates to all Theatre and Dance Department productions.

Thirteen out of the last 16 entries in the National Kennedy Center/American College Theatre Festival have been selected for production at the regional festivals, chosen each year from over 75 university entrants. In 1993, for the first time in the history of the Festival, the department was selected to present two original productions; "The Manager" and "All That He Was" at the National Kennedy Center/American College Theatre Festival at the John F. Kennedy Center in Washington, D.C. "All That He Was" was also named as the Kennedy Center representative to an international theatre conference in Barcelona, Spain and performed at that venue

TITAN COMMUNICATIONS

Titan Communications is a cutting-edge media facility in the College of Communications that provides the university and the community with quality digital content production and distribution services.

The facility houses the state-of-the-art digital equipment and video production recording studios, non-linear editing suites, digital audio editing bays, Internet radio, control room, special effects and animation tools, broadcast quality cameras, and advanced storage and Web casting equipment.

The media facility functions as a laboratory in support of classroom and co-curricular activities, as well as students' online media, including Titan Internet Radio, Titan TV News Magazine and the *Daily Titan* Interactive. In addition, Titan Communications supports the university's internal and external communications, as well as the College of Communications online education through its personnel, production studios and Web TV and cable services.

Under faculty and staff supervision, Titan Communications provides an intersection between the academic and professional settings. Frequently, programs produced by student teams are distributed via live broadcast and video-on-demand on the Internet and on cable systems in Orange County.

Titan Communications provides a variety of opportunities for students for developing creative and technical skills, gaining practical hands-on experience and creating electronic portfolios. Students may work in Titan Communications on class or co-curricular projects, serve as volunteers, or work as paid staff in connection with student media groups or commissioned projects.

TITAN SHOPS

Titan Shops Center - Commons Building http://bookstore.fullerton.edu (714) 278-3418

At *Titan Shops* our philosophy revolves around serving you. Our customer-oriented staff made up mostly of Cal State Fullerton students, will service you with a smile when you walk in our store. One-stop shopping, excellent customer service, fantastic products, great values and convenience is our major focus when serving the university community.

Titan Shops is a division of the California State University, Fullerton Foundation which is a non-profit auxiliary organization supporting the university community.

Titan Shops is a multi-level bookstore composed of various divisions. On the upper level you'll find Titan Books, a full-service bookstore. Besides carrying the required textbooks and custom published course packets for class, we also have a complete general book section. We offer New York Times Bestsellers at a 20 percent discount and the latest in new releases. We also have the largest selection of reference books in the area to help you succeed in the classroom. You'll also find bargain books as low as 50-90 percent off the publisher's price. If the book you want isn't in stock, we will special order it for you at no extra charge. Also located on the upper level is Titan Coffee featuring Starbucks coffee and baked goods and free internet access

On the lower level of Titan Shops we have: Titan Office, which carries office and school supplies, peripherals, and software; Titan Gear, which offers emblematic gifts, clothing and notebooks; Titan Newsstand, which carries a large selection of magazines and newspapers, as well as scantrons and other test taking materials; Titan Express, a full line convenience store where you can grab a quick snack, a drink or some ice-cream; and Titan Card Shop, which features a complete selection of Carlton Cards. The Titan Technology Center coordinates orders for all campus-approved hardware platforms and software products. The Titan Technology Center provides CSUF students with a convenient location to subscribe to Titan Access while providing space for vendors to highlight and demonstrate the latest technology. Through the Tech Center, Titan Shops is also able to offer to faculty, staff and students the same campus rollout computer configurations at a discounted price.

If you have any questions, call (714) 278-3418, or check us out on the Web: http://bookstore.fullerton.edu. Our website has the current bookstore hours, dates of promotions, sales, bookstore author signings, computer software and hardware, school supplies, clothing and instructions on ordering your textbooks by using Titan Shops website.

Titan Shops at El Toro Campus

Throughout the school year, Titan Shops will be located at our El Toro Campus in ETC- 220. School supplies, testing materials, gifts, apparel and cards will be available in this mini bookstore. At the beginning of each semester, we will expand our selection of merchandise to include all the necessary text-books needed for classes offered at El Toro. Hours of operation and textbook ordering for El Toro can be found by going online at http://bookstore.fullerton.edu.

Pulse Copy Center

The Pulse Copy Center offers a full range of copying and printing services including full and self-serve copying, color copying, thesis processing, binding, faxing, and laminating. In addition, The Pulse offers specialty products such as rubber stamps, resumes, business cards, and posters. Pulse also offers free pick up and delivery. The Pulse Center is a proud partner of the CSUF campus community. If you have any questions, call (714) 278-4980.

Orange County Teachers Federal Credit Union (OCTFCU)

CSUF faculty, staff and students are eligible to join the Orange County Teacher's Federal Credit Union, which offers a full range of financial products and services. The credit union is located on the upper level of Titan Shops.

Brief Stop and The Yum

The Brief Stop is located in Langsdorf Hall and The Yum is located in the Titan Student Union. Both are mini convenience stores. You can purchase test-taking materials, school supplies, health and beauty aids, and a wide selection of snacks – all conveniently located in a store close to your classes.

Textbook Purchases

For those students who need to purchase textbooks and cannot be accommodated by the extended hours, we suggest that you order your text materials using one of the two methods listed below:

Internet Orders

Place your order online at http://bookstore. fullerton.edu. Enter your course schedule number to start. Follow the easy instructions to purchase your books and include your Visa, MasterCard or American Express number. Used text will be shipped whenever possible if indicated and in stock. For your convenience, books can either be shipped to your home via UPS or picked up at the bookstore. All books are charged to your Visa, MasterCard or American express account at the time your order is shipped or brought to the pickup window. All credit card information you provide is encrypted with the latest Web security technology to ensure the highest level of safeguard for your information

Phone Orders

Call (714) 278-3418 and request the Special Order Department. Please have your Visa, MasterCard or American Express number, expiration date, home address and phone number readily available when placing a phone order.

UNDERGRADUATE READING LAB

Education Classroom 24A and 18

The Undergraduate Reading Lab/
Professional Library is an essential element
in the Reading Department for both graduate
and undergraduate students. It serves as
a resource for materials and equipment by
which undergraduate students can improve
their reading skills and complete additional
class assignments. The lab also functions as
a liaison between faculty and students, as
a diagnostic lab for required or additional
assessment of student skills, and as a professional resource for graduate students and
faculty.

The lab has also offered services to special students from the Disabled Student Services, Women's Center/Adult Reentry and the Career Planning and Placement Center. In addition, the development of a professional library and the recent donation of material from the Reading Educators Guild aids graduate students in their research and course work. Finally, a goal of this lab is to develop a base of software materials for both classroom and individual student use.

WRITING CENTER

McCarthy Hall 45 (714) 278-3650

The Writing Center provides tutorial assistance primarily for students who are enrolled in English Department writing classes. However, tutors will also assist students who need help in writing papers for other university classes. Tutors offer individualized instruction, helping students write the kind of clear, concise prose necessary for academic and professional writing. While they will not proofread or edit papers, tutors do offer constructive suggestions designed to help the student master the techniques of proofreading and editing. The goal is to increase the student's competence, not to improve any given paper.

Tutors are also trained to help non-native speakers of English improve their writing skills. If a student needs intensive work on grammar, one-to-one tutoring in this skill is available and can be supplemented with study materials. Additionally, the center has sample topics for the Examination in Writing Proficiency (EWP), which students may write on and then receive tutorial feedback prior to the exam.

Academic Advisement

Academic Advisement



ACADEMIC ADVISEMENT

Academic Advisement Policy

Choosing General Education Courses and Electives

Advisement in the Major

College Advisement Offices

Academic Advisement Center

Undeclared Majors

Choosing an Undergraduate Major

Planning a Major Program

Change of Major, Degree or Credential Objective

Departmental Academic Advisement

Preprofessional Programs

Health Professions

Teaching Careers

Immigration Requirements for Licensure

Answers to Your Questions

ACADEMIC ADVISEMENT POLICY

CSUF Academic Policy (UPS 300.002) states that:

- the responsibility for ensuring the availability of academic advisement rests with each
- every student should declare a major or college of interest as soon as possible after admission to the university; and
- all students shall confer with an academic adviser on a regular basis.
- all first-time freshmen must receive academic advisement prior to registration for their first semester.

CHOOSING GENERAL EDUCATION COURSES AND ELECTIVES

In keeping with the liberal arts tradition, the university requires its graduates to have sampled a variety of disciplines as part of their general education. The broad categories of general education courses are presented in the catalog section on "General Education."

All students are strongly encouraged to consult the Academic Advisement Center about selection of general education and elective courses.

ADVISEMENT IN THE MAJOR

Students who have declared a major should consult their departmental adviser on a regular basis for academic advisement.

Students who wish to explore the majors offered by a specific college should contact either the college advisement office or the college dean's office for referral to the department.

COLLEGE ADVISEMENT OFFICES

Students who wish to explore the majors offered by a specific college should contact the appropriate college advisement office:

College of the Arts Office of the Dean

Visual Arts 199

(714) 278-3256

College of Business and Economics **Business Advising Center**

Langsdorf Hall 731

(714) 278-2211

College of Communications Advisement and Peer Mentoring Center

> College Park 425 (714) 278-7620

College of Engineering and

Computer Science

Office of the Dean

Computer Science 502

(714) 278-3362

College of Human Development and Community Service

Office of the Dean Education Classroom 324

(714) 278-3311

College of Humanities and Social Sciences

H&SS Student Access Center

Humanities 112

(714) 278-2594

College of Natural Sciences and Mathematics
Office of the Dean
McCarthy Hall 166
(714) 278-2638

ACADEMIC ADVISEMENT CENTER

University Hall 123 (714) 278-3606 www.fullerton.edu/aac

The Academic Advisement Center provides academic counseling to matriculated students with respect to the General Education Program and the policies/procedures associated with that program. The Academic Advisement Center is the academic home department for undeclared students, providing services normally given through the student's declared major department. Additionally, the center provides programs and services to assist students in the selection of a major. Students seeking information about the implications of academic probation and disqualification are encouraged to visit the Academic Advisement Center for a personal consultation. Please consult the Academic Advisement Center website for useful information about the General Education program, graduation requirements, university policies and procedures. The center provides walk-in advising, no appointment necessary.

UNDECLARED MAJORS

Students who have not selected a major are "undeclared." The Academic Advisement Center provides a variety of resources and services to assist students in choosing an appropriate major. Information about the various majors at Cal State Fullerton is available in the "Undeclared Room" in the center (UH-124). The Academic Advisement Center, in collaboration with the Career Planning and Placement Center and the Pollak Library, offers a program designed specifically for the undeclared student to explore the range of majors available.

PLANNING A MAJOR PROGRAM

When students have selected a major field, they should familiarize themselves with all the requirements that are specified in this catalog under their chosen degree program. They should make a tentative semester-by-semester plan for completing the requirements, including prerequisites, and discuss this plan with an adviser in the major. In addition to courses in the major department,

related courses in other fields and supporting courses in basic skills may also be required. These should be included in the tentative semester-by-semester plan.

Some departments require placement tests prior to enrolling in some classes (e.g., foreign languages, music and computer science). The times and places for such placement tests are given in the class schedule. Students should purchase a copy of the class schedule at the Titan Bookstore prior to the start of registration.

CHANGE OF MAJOR, DEGREE OR CREDENTIAL OBJECTIVE

To change a major, degree objective, or credential objective, obtain the required form in the Office of Admissions and Records (LH-114) and take it to the appropriate office(s) for signature(s). Such a change is not official until the form has been signed and filed in the Registrar's Office.

DEPARTMENTAL ACADEMIC

An adviser in the major can provide information and suggestions and can assist the student to find the most desirable ways to meet the requirements for graduation and for the major or credential. It is the responsibility of the student to obtain the assistance of an academic adviser. The final choice of courses and the responsibility for the program lies with the student. Undergraduate students who have not yet decided upon a major (undeclared students) or who are not seeking a degree will be advised in the Academic Advisement Center.

If students have transferred to Cal State Fullerton, the academic department advisers are able to offer better advice if students provide lists of courses they have taken and their own copies of transcripts from colleges previously attended.

PREPROFESSIONAL PROGRAMS

The academic programs of the university provide appropriate preparation for graduate work in a variety of fields. Students who have made tentative decisions about the institutions at which they may wish to pursue graduate work should consult the catalogs of those graduate colleges as they plan their undergraduate course work. Students planning to pursue graduate work should supplement their undergraduate plan of study by completing course requirements at major graduate colleges.

The university offers a number of professional programs through the master's degree. These include programs in the fine arts, business administration, communications, education, engineering, health education and kinesiology and recreation, public administration, speech pathology-audiology and others. Students interested in preparing for professional careers in these areas, either here or at other educational institutions, are encouraged to seek assistance and guidance from CSUF faculty members in these fields.

Prelaw Preparation

It is recommended that prospective law students prepare themselves in such fields as English, American history, economics, philosophy, political science (particularly the history and development of English and American political institutions) and such undergraduate courses as judicial process, administrative law, constitutional law and international law, philosophy (particularly ethics and logic), business administration, anthropology, psychology and sociology.

A distribution of course sequences among the social sciences, the natural sciences and the humanities is desirable. Students interested in becoming lawyers should contact the Prelaw Adviser in the Division of Political Science and Criminal Justice. Some faculty members in the College of Business and Economics and the Departments of American Studies and History also can provide advice and assistance.

Pretheological

Students who might be interested in pursuing careers in the ministry, the teaching of religion, and associated fields should take some courses in comparative religion, psychology, anthropology, sociology, philosophy, history, English, speech communication and a foreign language. Students desiring assistance and counseling regarding advanced work in religious studies/comparative religion or professional careers in the ministry or rabbinate may seek help from the faculty in the Department of Comparative Religion.

Human Services

Students who plan to seek employment in social work or human services should prepare themselves in the fields of human services, child and adolescent development, psychology, sociology, anthropology, political science, economics and research methods in the social sciences.

Students who intend to enter a professional college following undergraduate training should learn about the specific prerequisites for admission to the graduate college of their choice. Ordinarily a major in one of the social sciences and some additional work in at least several other social sciences are recommended Students with interests in pursuing careers in the field of social welfare should contact the Departments of Sociology, Child and Adolescent Studies or Human Services for advice and assistance.

HEALTH PROFESSIONS

Langsdorf Hall 223 (714) 278-3980

All health professions programs are seeking the best qualified applicants with a good command of communications skills, rigorous basic science preparation, a broad general education base, and outside clinical experience. The Health Professions Advising Office provides information and advisement for prospective applicants. It is strongly recommended that students who wish to pursue careers in the health professions contact this office.

TEACHING CAREERS

Students who plan to enter the teaching profession must prepare themselves by developing depth of knowledge in the subject areas they plan to teach. Teachers of elementary school-children must have a solid foundation of knowledge in all subjects taught in the elementary classroom. High school teachers must develop expertise in the subject named on their single subject credentials. Students are encouraged to seek advice early in their academic careers to most efficiently plan a program of study that effectively blends general education, major and subject matter preparation requirements. The Center for Careers in Teaching provides information and advisement for prospective teachers. Visit the Center for Careers in Teaching website (www.fullerton.edu/cct) or call (714) 278-7130.

IMMIGRATION REQUIREMENTS FOR LICENSURE

Students who will require a professional or commercial license provided by a local, state or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation is available from Robert Ericksen, Office of International Education and Exchange, University Hall 244, at (714) 278-2787.

ANSWERS TO YOUR QUESTIONS

ANSWERS TO TOOK QUESTIONS			
Topic	Where To Go	Location	Telephone
Academic Appeals	Academic Appeals Office	Langsdorf Hall 805	278-3836
Add or Drop a Class	See Class Schedule		
Address Change	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Admissions/Applications	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Advisement:			
Undeclared Major	Academic Advisement Center	University Hall 123	278-3606
Declared Majors	Major Department		
Athletics Tickets	Athletic Ticket Office	Titan House	278-2783
Child Care	Children's Center	Temporary 200	278-2961
Counseling:			
Personal	Counseling and Psychological Services	Student Health and	278-3040
Vocational	Complement of plants of the complement of the co	Counseling, East Bldg.	200 2121
	Career Planning & Placement Center	Langsdorf Hall 208	278-3121
Degree Application/Diploma Orders Degree Evaluation, Undergraduate	Graduation Unit	Langsdorf Hall 108	278-2300
Disabled Student Services	Graduation Unit	Langsdorf Hall 108	278-2300
	Disabled Student Services Office	University Hall 101	278-3117
Disqualification/Reinstatement	Academic Advisement Center	University Hall 123	278-3606
Emergency Messages Employment:	Vice President for Student Affairs	Langsdorf Hall 805	278-3221
[[[[[[[] [[[] [[] [[] [[] [[] [[] [[] [Carran Diamaina Sa Diamana Carra	1 1 511 11 200	270 2121
Business, Industry, Government	Career Planning & Placement Center	Langsdorf Hall 208	278-3121
Educational Minority Polations	Career Planning & Placement Center	Langsdorf Hall 208	278-3121
Minority Relations Student (Part-Time)	Career Planning & Placement Center	Langsdorf Hall 208	278-3121
	Career Planning & Placement Center	Langsdorf Hall 208	278-3121
Staff	Human Resources	College Park 700	278-2425
Enrollment Verification:	Ti. C. LOW		
Duplicate I.D. Card	TitanCard Office	Pollak Library (South)	278-3555
Fee Receipt	Student Financial Services	University Hall 180	278-3918
Letter Request	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Extension Class Information	Extended Education Information	Temporary 14	278-2611
Evaluations/General Education	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Financial Aid	Financial Aid Office	University Hall 146	278-3125
Foreign Student: Advisement	Major Danartmant		
Permits to Register	Major Department International Education & Exchange	Hairranita Hall 244	270 2707
Graduate Studies	Graduate Studies Office	University Hall 244	278-2787
Graduate Studies Graduation Requirements (undergraduate)	Graduation Unit	McCarthy Hall 103	278-2618
Health Insurance	Titan Student Union	Langsdorf Hall 108 Lobby	278-2300
Housing	Housing & Residence Life	Cobb Residence Hall	278-2468
riousing	Housing & Residence Life	Housing Office	278-2168
Internships and Cooperative Education	Center for Internships & Cooperative	Langsdorf Hall 229	278-2171
internships and Cooperative Education	Education	Langsdon Hall 229	2/0-21/1
Library Information	Pollak Library	Library Lobby	278-2633
Name Change	Admissions & Records Service Center	Langsdorf Hall 114	
Organizations and Clubs	Student Organization Resource Center	Titan Student Union 247	278-7601 278-7622
Outreach Services	University Outreach Services	University Hall 210B	278-2086
Parking:	Offiversity Odificacii Scrvices	Oniversity trail 210b	270-2000
Fees	Student Financial Services	University Hell 190	279 2019
Information	Parking and Transportation Services	University Hall 180	278-3918
	Disabled Student Services	Temporary 14	278-3082
Handicapped	Admissions & Records Service Center	University Hall 101	278-3117
Readmission	Admissions & Records Service Center Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Records (Student)	Student Financial Services	Langsdorf Hall 114	278-7601
Registration Fees	Admissions & Records Service Center	University Hall 180	278-3918
Residency	Financial Aid Office	Langsdorf Hall 114	278-7601
Scholarships	Student Academic Services Office	University Hall 146	278-3125
Student Academic Services	Student Academic Services Office	University Hall 138	278-2484
(EOP/SAA/Retention)	Extended Education Office	Tommonous 14	270 2611
Summer Sessions, Information	Extended Education Office	Temporary 14	278-2611
Test Information	Testing Services Admissions & Records Service Center	University Hall 229	278-3838
Transcripts	Transfer Services Center	Langsdorf Hall 114	278-7601
Transfer Services		Langsdorf Hall 214	278-3358
Tutoring	Intensive Learning Experience	McCarthy Hall 26	278-7236
Veterans Certification	Admissions & Records Service Center	Langsdorf Hall 114	278-7601
Women's Center	Women's Center/Adult Reentry	University Hall 205	278-3928

ANSWERS TO YOUR QUESTIONS

Undergraduate Students

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Admissions

Undergraduate Students



UNDERGRADUATE STUDENTS

Freshman Requirements
Eligibility Index
High School Honors Courses
Transfer Requirements
Health Screening
Test Scores
TOEFL Requirement
Computer Competency
Statewide Placement Test Requirements
Determination of Residence for
Nonresident Tuition Purposes

FRESHMAN REQUIREMENTS

You will qualify for regular admission as a first-time freshman if you

- 1. Are a high school graduate
- 2. Have a qualifiable eligibility index (see Eligibility Index Table next page) and
- 3. Beginning with admission for the fall term 2003, the required comprehensive pattern of college-preparatory subjects, completed with grades of C or better will be as follows:

English: 4 years

Math: 3 years including Algebra I, Geometry and Algebra II

U.S. History and Social Science: 2 years

Science: 2 years with laboratory

Foreign Language: 2 years in the same language

Visual and Performing Arts: 1 year

Electives: 1 year

ELIGIBILITY INDEX

The eligibility index is the combination of your high school grade point average and your test score on either the American College Test (ACT) or the Scholastic Assessment Test (SAT I). For admission beginning in fall 2004, we will compute your grade point average on the comprehensive pattern of college preparatory courses taken in your final three years of high school study. CSUF may offer you early, provisional admission based on your work completed through the junior year of high school and planned for your senior year. You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT I. Or, if you took the ACT, multiply your grade point average by 200 and add ten times the composite score from the ACT. If you are a California high school graduate (or a legal resident of California for tuition purposes), you need a minimum index of 2900 using the SAT I or 694 using the ACT; the table below shows the combinations of test scores and averages required.

If you neither graduated from a California high school nor are a legal resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT).

Applicants with grade point averages above 3.00 (3.61 for nonresidents) are exempt from the test requirement. However, students are urged to take the SAT I or ACT since campuses use test results for advisement and placement purposes.

You will qualify for regular admission to programs not "impacted." At present, Cal State Fullerton has no impacted programs, i.e., none for the fall 2003 semester. This situation is subject to change; more current information regarding changes in impacted status will appear in CSU application booklet and on the university's website www. fullerton.edu or www.calstate.edu.

The CSU Eligibility Index is subject to change on an annual basis. Admission as a first-time freshman may not be available for all semesters.

HIGH SCHOOL HONORS COURSES

Up to eight semesters of honors courses, taken in the last two years of high school, that are designated honors in approved subjects receive additional points in grade point average calculations. Each unit of A in an approved course will receive a total of 5 points; B, 4 points; C, 3 points.

	ACT	SAT I		ACT	SAT I		ACT	SAT I		ACT	SAT I		ACT	SAT I
GPA	Score	Score	GPA	Score	Score	GPA	Score	Score	GPA	Score	Score	GPA	Score	Score
3.00 a	nd above	qualifies	2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
with a	ny score		2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
			2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	11	540	2.75	15	700	2.54	. 19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	710	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	730	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	12	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	0 700 16 00	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	13	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140	†Belov	v 2.00 do	es
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150	not qu	alify for re	egular
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TRANSFER REQUIREMENTS

Students who have completed 59 or fewer transferable semester college units (89 or fewer quarter units) are considered lowerdivision transfer students. Students who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer between high school graduation and fall enrollment in the California State University are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by Cal State Fullerton.

You will qualify for admission as a transfer student if you have a grade point average of 2.0 (C) (2.40 for non-residents) or better in all transferable units attempted, are in good standing at the last college or university attended, and meet the following standards:

Lower-Division Transfer Requirements

You may qualify for admission as a lower-division transfer student if you have a grade point average of 2.0 (C or better) in all transferable units attempted, are in good standing at the last college or university attended, have completed at least General Education English composition and General Education mathematics courses with at least a grade of C and meet any of the following standards:

- 1. You will meet the freshman admission requirements in effect for the term to which you are applying (See "Freshman Requirements" section); or
- You were eligible as a freshman at the time of high school graduation except for the subject requirements and have been in continuous attendance in an accredited college since high school graduation, and
 - have made up the missing subjects, or
 - have completed at least 30 semester units of college course work with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually three semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirments in English communication and mathematical concepts and quantitative

Making Up Missing College Preparatory Subject Requirements

Lower-division applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways.

- Complete appropriate courses with a C or better in adult school or high school summer sessions.
- Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.
- 3. Earn acceptable scores on specific examinations.

Admission as a lower-division transfer may not be available for all semesters/terms.

Upper-Division Transfer Requirements

You will qualify for admission as an upper-division transfer student if:

- 1. You have earned 60 or more transferable semester (90 or more quarters) units; and
- You have a grade point average of 2.0
 (C or better) in all transferable units attempted; and
- 3. You are in good standing at the last college or university attended; and

4. You have completed at least 30 semester units of college course work with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

As circumstances may warrant, minimum grade point average (GPA) and units of required general education are subject to change. Current information is available at www.csumentor.edu.

HEALTH SCREENING

Measles and Rubella Immunizations

The campus shall notify certain students born after January 1, 1957, of the CSU requirement to present proof of measles and rubella immunizations by the beginning of the second term of enrollment. At the beginning of the next term of enrollment, those so notified who have not presented acceptable proof of the immunizations shall be notified further of the need to comply before receiving registration materials to enroll for the succeeding term. This is not an admission requirement.

Persons subject to these health screening provisions include:

- New students enrolling fall 1986 and later:
- Readmitted students reenrolling fall 1986 and later:
- Students who reside in campus residence halls;
- Students who obtained their primary and secondary schooling outside the United States;
- Students enrolled in dietetics, medical technology, nursing, physical therapy, and any practicum, student teaching or field work involving preschool-age children,

school-age children, or taking place in a hospital or health care setting.

The Student Health and Counseling Center shall provide immunizations without cost to those students unable to obtain acceptable proof of immunizations.

Hepatitis B

The CSU Chancellor's Office requires that every student aged 18 and younger on September 18, 2000 be vaccinated against hepatitis B or provide documentation that proves immunity due to previous vaccination. Students will not be allowed to enroll in their second semester unless they have begun the immunizations during their first semester or provided the Student Health and Counseling Center with the documentation of previous immunization.

Hepatitis B is a disease of the liver that can cause serious illness and even death. The vaccination is safe. You cannot get hepatitis B from the vaccine. The immunization requires three shots; 1st shot, another one in 30 days (2nd shot), and another one in 6 months (3rd shot). You must complete all three shots for full immunization in order to register for your third semester.

Options for obtaining this series of vaccinations include: 1) a private physician, 2) the Public Health Department, 3) CSUF Student Health and Counseling Center, (SHCC) once you have enrolled and paid your fees. The SHCC shall provide immunizations without cost to students. You may bring your documentation of a previous vaccination to the Student Health and Counseling Center or fax it with your name, telephone number and student identification number and address (doctor's records, school records, public health records or letter from your doctor). The SHCC fax number is (714) 278-3069.

You may request a waiver based on religious or personal beliefs. You must fill out a form to request this waiver at the Student Health and Counseling Center and bring it to the director's office. Waivers are accepted only during your first semester at CSUE

If students fail to comply with the immunizations/documentation requirement, i.e., do not begin the series of vaccinations before the start of their second semester or provide documentation of full immunization, a hold will be placed against their records so that future registration will be prevented until the immunization/documentation requirement is met.

TEST SCORES

Freshmen and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (See "Eligibility Index" section), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on a campus and are required to submit test scores, you should take the test no later than November or early December. Test scores are also used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from high school or college counselors or from a CSU campus testing office. Or, you may call or write to:

The College Board (SAT)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588

American College Testing Program
Registration Unit, P.O. Box 414
Iowa City, Iowa 52240 (319) 337-1270

TOEFL REQUIREMENT

All undergraduate applicants regardless of citizenship who have not attended schools at the secondary level or above for at least three years full-time where English is the principal language of instruction must present a score of 500 or above on the paper-based version, or 173 or above on the computer-based version of the Test of English as a Foreign Language (TOEFL). The TOEFL results submitted must not have been earned more than two years prior to the desired enrollment date. A minimum score of 500 or above on the paper-based version or 173 or above on the computer-based version of TOEFL is required. Individual campuses may require a higher score. Institutional TOEFL tests administered outside of CSUF are not acceptable.

As circumstances warrant, minimum TOEFL scores may be changed. Current information is available at www.csumentor.edu.

English Language Proficiency Test (ELPT)

The CSU Admission Advisory Council authorizes campuses to accept the results of the English Language Proficiency Test (ELPT) in lieu of the Test of English as a Foreign Language (TOEFL) for undergraduate admission purposes. Applicants must be U.S. Citizens or Permanent Residents of the U.S. Only undergraduate appli-

cants may be considered eligible on the basis of ELPT. Since ELPT is not a placement test, it may not be used as an alternative for the English Placement Test (EPT).

Title 5, Sections 40752.1 and 40802.1 require a minimum score of 500 on TOEFL for any undergraduate who has not completed three years of full-time study in a high school, college or university where English is the language of instruction. This requirement may apply to U.S. Citizens or Permanent Residents who have not received three years of instruction in an English-speaking school or college.

COMPUTER COMPETENCY

All entering students are expected to be knowledgeable in the use of a personal computer (PC or Macintosh) prior to being admitted to the university. Entering students should have 1) the ability to use a PC to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks; 2) the ability to use a word processing program that runs on a PC or Macintosh computer to create, edit, format, store, retrieve, and print documents; 3) the ability to use an electronic mail system to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and 4) the ability to use an Internet browser to search the World Wide

Students who feel they do not meet the expected level of competency, should contact the Academic Advisement Center at (714) 278-3606.

STATEWIDE PLACEMENT TEST REQUIREMENTS

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureatelevel courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be referred to the Admission and Records
Service Center (714) 278-2370 or Testing
Services at (714) 278-3838.

English Placement Test (EPT)

The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the verbal section of the College Board SAT I
 Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II;
 Writing Test taken May 1998 or later.
- A score of 3, 4 or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

California State University, Fullerton (CSUF) has established the following policy regarding compliance with this regulation:

All new and continuing undergraduate students who have not taken the EPT and who are not otherwise exempt must take the test prior to registering for their first semester of enrollment at CSUF. Students can only take the EPT exam once.

Students who have taken the EPT exame but have not been placed in English 101 must remediate their English skills by taking Developmental Writing. Students must complete the remediation course work during or prior to their first semester of enrollment. If they are not able to pass the remediation

course, they must retake it during their second semester. Failure to complete remedial course work within two terms will jeopardize a student's continued enrollment in the university.

Entry Level Mathematics (ELM) Test

The ELM examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT I
 Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Mathematics Examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- Completion and transfer of a course that satisfies the General Education -Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement, provided such course was completed with a grade of C or better.

The ELM test is offered only to all students not otherwise exempted, and has no effect on admission decisions. It must be taken before the student can register in any courses.

California State University, Fullerton established the following policy regarding compliance with this regulation:

Requirement To Take The ELM Test

Effective fall 1998, all new and continuing undergraduate students who have not taken the ELM test and who are not otherwise exempt must take the test prior to registering for their first semester of enrollment at CSUE. Students who fail to comply with this policy will not be permitted to register for classes. Students who do not pass the test must

complete required remediation course work during or prior to their first semester of enrollment. If they are not able to pass the remediation course, they must retake it during their second semester. Failure to complete remedial course work within two terms will jeopardize a student's continued enrollment in the university.

Students Who Have Taken But Not Passed The ELM Test

Students who have taken but failed to pass the ELM test must take a remedial math course(s). Intensive Learning Experience is responsible for monitoring compliance with this provision and for certifying the appropriateness of the course in which the student wishes to participate. Students who fail either of the placement tests should consult with Intensive Learning Experience Office (McCarthy Hall-026) concerning specific requirements and services.

Information bulletins and registration materials for the EPT and ELM will be mailed to all students subject to the requirements. The materials may also be obtained from the Office of Admissions and Records or the campus testing office.

DETERMINATION OF RESIDENCE FOR NONRESIDENT TUITION PURPOSES

The campus admissions office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for non-resident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The California State University is found in Education Code Sections 68000-68090, 68120-68134, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912.

Legal residence may be established by an adult who is physically present in the state and who has the legal capacity and who, at the same time, intends to make California his

or her permanent home. Physical presence in the state combined with steps to establish residency must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; maintaining California vehicle plates and operator's license; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, an unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person may establish his or her residence independent of his or her spouse. A non-citizen may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning their financial dependence status.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes.

A residence determination date is set for each academic term. At the Fullerton campus, the residence determination date for the fall term is September 20 and for the spring term is January 25.

The residence determination dates for the fours stages on CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

Questions regarding residence determination dates should be directed to the campus admissions office which can give you the residence determination date for the term for which you are registering.

There are exceptions from nonresident tuition, including:

- 1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues until the student has resided in the state the minimum time necessary to become a resident.
- 2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
- 3. Persons below the age of 19 or adults, who have lived with and been under the continuous direct care and control of an adult, not a parent, for the two years immediately preceding the residence determination date. Such adults must have been a California resident for the most recent year. The exception continues until the student has resided in the state the minimum time necessary to become a resident.
- 4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. There is no time limitation on this exception unless the military person transfers out of California or retires from military service. If either of these events happen, the student's eligibility for this exception continues until he or she resides in the state the minimum time necessary to become a resident.

- 5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.
- 6. Military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.
- 7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
- 8. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
- Certain credentialed, full-time employees of California school districts.
- 10. Full-time CSU employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception continues until the student has resided in the state the minimum time necessary to become a California resident.
- 11. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
- 12. Certain amateur students athletes in training at the United States Olympic Training in Chula Vista, California. This exception continues until the student has resided in the state the minimum time necessary to become a resident.

- 13. Federal civil service employees and their natural or adopted dependant children if the employee has moved to California as a result of a military mission realignment action that involves the relocation of at least 100 employees. This exception continues until the student has resided in the state the minimum time necessary to become a resident.
- 14. State government legislative or executive fellowship program enrollees. The student ceases to be eligible for this exception when he or she is no longer enrolled in the qualifying fellowship.

The initial campus determination of residency classification is made by the Office of Admissions and Records. The final campus residency decision is made by the director of Admissions and Records. Written appeals may be made to the director in Langsdorf Hall 102.

Any student, following a final campus decision on his or her residence classification, only may make written appeal within 120 calendar days of notification of the final decision on campus of the classification to:

The California State University Office of General Counsel 401 Golden Shore, 4th Floor Long Beach, California 90802-4210

The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the admissions office. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Changes in residency for tuition purposes are not automatic. Students wishing to apply for residency reclassification may submit a request for reclassification and supporting documents to the Admission and Records Service Center (LH 114).

Applications Procedures



APPLICATIONS PROCEDURES

How to Apply for Admission
Impacted Programs
Graduate and Postbaccalaureate
Application Procedures
Application Filing Periods
Filing Period Duration
Application Acknowledgement
Hardship Petitions
Records Retention

INTRODUCTION

Requirements for admission to Cal State Fullerton are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements, you should consult a high school or community college counselor or the Admissions Office.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu/. The CSUMentor system allows students to browse through general information about CSU's twenty-three campuses, view multimedia campus p resentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate and authentic application documents may result in denial of admission, cancellation of academic credit, suspension or expulsion (Section 41301 of Title 5, California Code of Regulations).

Prospective students, applying for part-time or full-time undergraduate programs of study, in day or evening classes, must file a complete application as described in the undergraduate admissions booklet or at www.csumentor.edu/. The \$55 nonrefundable application fee should be in the form of a check or money order payable to The California State University.

You may also choose to pay the application fee by credit card via the electronic application at www.csumentor.edu/. The application fee may not be transferred or used to apply to another term. An alternative campus and major may be indicated on the application, but applicants should list as an alternative campus only a CSU campus that also offers the major. Generally, an alternate major will be considered at the first choice campus before an application is redirected to an alternate choice campus. Applicants interested in redirection should contact the Admissions Office.

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The university uses the social security number to identify records pertaining to the student, as well as to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information, such as the amount paid for qualified tuition, related expenses and interest on educational loans. That information is used to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

HOW TO APPLY FOR ADMISSION

 Submit an application via the Web by going to www.csumentor.edu. Complete the application, and designate CSU, Fullerton to receive it. Submit it by following directions in the website.
 By applying electronically, you save time on the processing of your application.

If applying using a paper application, complete the application for admission within the announced filing period accompanied by the required application fee to:

Office of Admissions and Records California State University, Fullerton P. O. Box 6900 Fullerton, California 92834-6900

- 2. When asked to do so, request required transcripts of records of all previous scholastic work from each school or college attended. The transcripts required at CSUF are:
- for undergraduate applicants with fewer than 60 transferable semester units.
 - (a) the high school transcript, and
 - (b) an official transcript from each college or university attended.
- for undergraduates with 60 or more transferable semester units:
 - (a) an official transcript from each college or university attended.
- for graduates:
 - (a) applicants for unclassified postbaccalaureate standing with no degree or credential objective must submit a transcript from the college or university where the baccalaureate was earned. Further, one transcript from other institutions attended is required as necessary so that the university has a complete record of the last 60 semester units attempted prior to enrollment at Fullerton.
 - (b) applicants for a master's degree or teaching credential, or both, must submit two copies of the transcript from each college or university attended.

Note: In addition, all students should have a personal set of college transcripts for advising purposes. All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Foreign language transcripts must be accompanied by certified English translations.

3. All undergraduate students who have completed fewer than 59 semester or 89 quarter units of transferable work are required to submit scores from either one of two national testing programs before eligibility for admission to the university can be determined. Registration forms and test dates for either test may be obtained from school or college counselors, from the address below, or from campus testing offices. For either test, submit the registration form and fee at least one month prior to the test date.

ACT Address
American College Testing Program, Inc.
Registration Unit, P.O. Box 414
Iowa City, Iowa 52243
(319) 337-1270

SAT Address
The College Board (SAT 1)
Registration Unit, P.O. Box 6200
Princeton, New Jersey 08541
(609) 771-7588

Applicants to graduate programs must submit the scores of any qualifying examinations required in their prospective programs of study.

IMPACTED PROGRAMS

The CSU designates programs to be impacted when more applications are received in the first month of the fall and spring filing period than the spaces available. Some programs are impacted at every campus where they are offered; others are impacted at some campuses but not all. You must meet supplementary admissions criteria if applying to an impacted program.

The CSU will announce with the opening of the fall filing period which programs are impacted for the academic year. That announcement will be published in the CSU Review and distributed to high school and college counselors. Information about the supplementary criteria is also sent to program applicants.

You must file your application for admission to an impacted program during the first month of the filing period. Further, if you wish to be considered in impacted programs at two or more campuses, you must file an application to each.

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses and a combination of campus-developed criteria. If you are required to submit scores on either the SAT I or ACT, you should take the tests no later than November if applying for fall admission. The supplementary admission criteria used by the individual campuses to screen applicants appear periodically in the CSU Review and are sent by the campuses to all applicants seeking admission to an impacted program.

Unlike unaccommodated applicants to locally impacted programs, who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major, but may choose an alternative major either at the first choice campus or another campus.

At the time of the preparation of this catalog, no majors at California State University, Fullerton have been declared impacted. Such circumstances are liable to change so early application is advised.

GRADUATE AND POSTBACCALAUREATE APPLICATION PROCEDURES

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available on the World Wide Web at www.csumentor.edu/.

Graduate Application Deadlines

In most cases, applications need to be postmarked no later than March 1 for the fall semester and October 1 for the spring semester. However, deadlines may be changed for individual programs based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate.

APPLICATION FILING PERIODS

Fall Term:

Filing Period Begins: previous October.
Filing Period Duration: until application categories are filled.

Spring Term:

Filing Period Begins: previous August.

Filing Period Duration: until application categories are filled.

FILING PERIOD DURATION

Fall Term:

Admissions categories are subject to closure anytime after November 30.

Spring Term:

Admissions categories are subject to closure anytime after August 31.

Students are encouraged to consult the Admissions website at www.fullerton.edu/admission.htm for current information.

APPLICATION ACKNOWLEDGMENT

You may expect to receive an acknowledgment from your first choice campus within several weeks of filing the application. A notice that space has been reserved for you will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. Such a notice is not transferable to another term or to another campus.

HARDSHIP PETITIONS

Fullerton has established procedures to consider qualified applicants who would be faced with an extreme hardship if not admitted. Prospective petitioners should write to the admissions officer and document extenuating circumstances that warrant special consideration.

RECORDS RETENTION

The university retains the admissions materials for those who apply, but who for whatever reason do not enroll for two years. For those who do enroll, the university will retain the materials in student folders, including transcripts of the record of work completed elsewhere, for five years beyond the date of last attendance. Records of academic performance at California State University, Fullerton, including individual student records, faculty grade lists, and graduation lists are kept permanently.

Admission Requirements

ADMISSION REQUIREMENTS FOR FIRST-TIME FRESHMEN

High School Graduates

You will qualify for regular admission as a first-time freshman if you

- 1. are a high school graduate
- 2. have a qualifiable eligibility index (see section regarding eligibility index), and
- Have completed, for admission beginning for the fall term 2003, with grades of C or better in each of the courses in the comprehensive pattern of college-preparatory subjects:
 English: 4 years

Mathematics: 3 years including Algebra I, Geometry and Algebra II

U.S. History and Social Science: 2 years

Science: 2 years with laboratory

Foreign Language: 2 years in the same language

Visual and Performing Arts: 1 year

Electives: 1 year

Subject Requirements

The California State University requires that first-time freshman applicants complete, with a C or better, a comprehensive pattern of college preparatory study totaling 15 units. A "unit" is one year of study in high school.

Foreign Language Subject Requirement: The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. Consult with your school counselor or any CSU campus admission or relations with schools office for further information. Please consult with any CSU admissions office for further information about alternative ways to satisfy the subject requirements.

Substitutions for Disabled Students

Applicants with disabilities are encouraged to complete college preparatory course requirements. If a qualified applicant is judged unable to fulfill a specific course requirement because of a disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by an academic adviser or guidance counselor in consultation with the director of CSUF's Disabled Student Services. Failure to complete courses required for admission may limit your later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please contact the director of CSUF's Disabled Student Services.

Provisional Admission

The university may provisionally admit first-time freshman applicants based on their academic performance through the junior year of high school and planned for the senior year. California State University, Fullerton will monitor the senior year of study of those provisionally admitted to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. A final, official high school transcript should be forwarded to the Admissions Office as soon as final senior grades and the graduation date have been posted.



ADMISSION REQUIREMENTS

Admission Requirements for First-Time Freshmen

Admission Requirements for Undergraduate Transfer Students

Admission Requirements for International Students

American Language Program

Admission Requirements for

Postbaccalaureate and Graduate

Students

Cancellation of Admission

Readmission of Former Students

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

Adult Reentry Students

Adult Reentry students are expected to meet the requirements for regular admission. However, an applicant who is twenty-five years of age or older may be considered for admission outside of normal parameters if he or she has not been enrolled in college as a full-time student for more than one term during the last five years. Consideration for exceptional admission will be based upon the judgement as to whether or not the applicant is as likely to succeed as a regularly admitted freshman or transfer. This judgement will include an assessment of basic skills in the English Language and mathematical computation including, but not limited to, completion of English composition and a transferable college-level math course. Interested adult students should contact the Office of Adult Reentry at (714) 278-3889

ADMISSION REQUIREMENTS FOR UNDERGRADUATE TRANSFER STUDENTS

You will qualify for admission as a transfer student in a non-impacted major if you have a grade point average of 2.0 (C) or better (2.4 nonresidents) in all transferable units attempted, are in good standing at the last college or university attended (eligible to re-enroll) and meet additional criteria below depending upon your status as a lower-division or upper-division transfer applicant.

Lower-division transfer admission requirements (completed less than 56 transferable college units)

- Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make-up deficiencies you had in high school if you did not complete the 15-unit pattern of college preparatory subjects and
- Meet the eligibility index required of freshmen and

 Have completed or will complete prior to transfer GE English composition and general education mathematics.

Please note: due to enrollment constraints, the campus may choose not to consider any applicants for admission as lower-division transfers. Please refer to the application filing status area at www.csumentor.edu for current filing information.

Upper-division and transfer admission requirements (completed 60 or more transferable college units)

- 1. Have completed or will complete prior to transfer at least 30 semester units (45 quarter units) of courses equivalent to general education requirements with a grade of C or better. The 30 units must include all of the general education requirements in communication in the English language (English composition, oral communication and critical thinking) and at least one course of at least 3 semester units (4 quarter units) required in college-level mathematics, or
- Have completed the Intersegmental
 General Education Transfer Curriculum
 (IGETC) including requirements in
 English communication and mathematical
 concepts and quantitative reasoning.

Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the students' home CSU campus as at least elective credit, students should consult their home campus academic advisers to determine how such courses may apply to their degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California community colleges. Additional information about these programs is available from the Office of Admissions and Records.

CSU Concurrent Enrollment - matriculated students in good standing may enroll at both their home CSU campus and a host CSU

campus during the same term. Credit earned at the host campus is automatically reported to the home campus to be included on the student's transcript at the home campus.

CSU Visitor Enrollment - matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported automatically to the home campus to be included on the student's transcript at the home campus.

Intersystem Cross Enrollment - matriculated CSU, UC or community college students may enroll for one course per term at another CSU, UC or community college and request that a transcript of records be sent to the home campus.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

The university is pleased to accept applications from international students. The CSU must assess the academic preparation of foreign students. For this purpose, "foreign students" include those who hold U.S. visas as students, exchange visitors, or in other non-immigrant classifications.

The CSU uses separate requirements and application filing dates in the admission of foreign students. Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings. Verification of English proficiency (see the section on the TOEFL Requirement for undergraduate applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least 8 weeks before registration for the first term and, if not in English, must be accompanied by certified English translations. Freshman applicants applying directly from overseas should have outstanding academic qualifications and meet TOEFL score requirements.

Applicants who are graduates of foreign secondary schools must have preparation equivalent to that required of eligible California high school graduates. The university will carefully review the previous record of all such applicants and only those with promise of academic success equivalent to that of eligible California high school graduates will be admitted. Undergraduate transfers,

who have completed a two-year program in an accredited institution of higher education, with a good academic record and satisfactory TOEFL scores, shall receive priority for admission.

Postbaccalaureate applicants who have completed a bachelor's degree or its equivalent, with a strong academic record, and satisfactory TOEFL scores from an accredited institution may be considered for admission as graduate students.

The university has established deadlines to insure the timely processing of all applications and to enable admitted applicants to make arrangements to reach the U.S. and the campus prior to orientation and registration. Early application is strongly advised due to strong demand for programs. Newly admitted students are required to take an English Placement Examination prior to enrollment in classes (mid-August for fall semester and mid-January for spring semester).

Applications may be submitted according to the following schedule:

For Fall Semester

Apply beginning October 1 of the preceding year. Application must be completed with supporting documents by March 15.

For Spring Semester

Apply beginning August 1 of preceding year. Application must be completed with supporting documents by October 15.

All international student applicants must declare a major field of study when the application is filed. Campus programs of study that receive more applications than spaces are available or have been declared impacted are not open to nonresidents, foreign or domestic.

TOEFL Requirement

All applicants, regardless of citizenship, whose native language is other than English are required to present scores for the Test of English as a Foreign Language (TOEFL) before they can be admitted to the university unless they have attended for at least three years, full-time, an educational institution at the secondary level or above where English is the principal language of instruction. Undergraduate applicants must achieve a score of 500 on the paper-based TOEFL exam or 173 on the computer-based TOEFL; graduate applicants or second B.A. degree applicants a score of 550 on the paper-based exam or 213 on the computer-based TOEFL;

graduate music applicants 560 or 220 respectively; MBA applicants 570 or 230 respectively; and graduate TESOL applicants a score of 573 or 230 respectively. Adequate performance on the TOEFL is mandatory for admission.

As circumstances warrant minimum requirements for TOEFL scores may be changed. Current information is available at www.csumentor.edu.

Applicants should obtain the TOEFL Bulletin of Information and registration forms well in advance. Copies of this bulletin and registration forms are often available at American embassies and consulates, offices of the United States Information Service, United States educational commissions and foundations abroad, bi-national centers, and several private organizations. Those who cannot obtain locally a TOEFL Bulletin of Information should write to: Test of English as a Foreign Language, Educational Testing Services, P.O. Box 6151, Princeton, New Jersey, USA, 08541-6151.

Sponsorship

International student applicants must include a statement of financial support accompanied by a bank statement from their sponsor. Students sponsored by an international organization or home government agency must include a letter of scholarship support specifying this university and the students proposed degree and program of study.

Transcripts

Transcripts of all educational documents in languages other than English must be accompanied by translation into English certified by independent agencies. All academic records must be received directly from the issuing institutions and become official records of the university.

Student Visas

International student applicants who are admitted by the university will be issued form I-20 which is used to obtain an F-1 student visa from a U.S. embassy or consulate overseas. Students transferring from a U.S. institution will use form I-20 to apply for transfer authorization through the Immigration and Naturalization Service. Arrival, orientation and registration information from the Office of International Education and Exchange will accompany the admission materials mailed to new students.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP-66 form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. The campus president or designee shall determine which insurance policies meet these criteria. Further information may be obtained from the Office of International Education and Exchange.

AMERICAN LANGUAGE PROGRAM

The American Language Program welcomes international students who want to improve their English language skills and prepare for studying in a U.S. college or university. The ALP offers a variety of programs, such as:

- (1) Intensive Academic English: This is the main ALP Program, supplying 24 hours a week of academic English instruction to prepare students to become successful in a university degree program. Advanced students may take one or more university courses for credit. Conditional admission to Cal State Fullerton is available for all undergraduate majors and most graduate majors.
- (2) A Pre-MBA program is available for advanced students who want to prepare to enter the MBA program at Cal State Fullerton. Students may take some elective courses, such as Business English and Writing, GMAT Preparation and TOEFEL Preparation. Undergraduate business course may also be available.
- (3) English Language Review classes are offered in the evening for working professionals who want to improve their skills for business (Accent Reduction, Business Writing, Grammar Review) or for re-entering the university (TOEFL Preparation, GMAT Preparation).
- (4) Short-term programs are available for individuals and groups. Summer and January intensive courses are offered for TOEFL Preparation, EFL Teacher Workshops, and English Camp (for teens and young adults).

For more information, visit the ALP office in campus in T-14, call (714) 278-2909, e-mail alp@fullerton.edu, or see our website at http://alp/fullerton.edu.

ADMISSION REQUIREMENT FOR POSTBACCALAUREATE AND GRADUATE STUDENTS

See admission information in the "Graduate Regulations" section of this catalog.

CANCELLATION OF ADMISSION

A student admitted to the university for a given semester but who does not register in the specified semester will have the admission canceled. The student must file a new application form when again seeking admission and must follow the complete application procedure and meet the current admission requirements.

READMISSION OF FORMER STUDENTS

A student previously enrolled in the university, planning to return after an absence of more than one semester, must file a new application for admission. Unless a leave of absence was granted, catalog requirements at the time of readmission will apply. Please see the "Stop-Out Policy" section in the regulations subchapter of this catalog for further information on applications for readmission.

Former Students in Good Standing

A student who left the university in good standing will be readmitted provided any academic work attempted elsewhere since the last attendance does not change his or her scholastic status. Additionally, students may be required, prior to readmission, to have fulfilled the basic subjects of General Education. Transcripts of the record of any work attempted in the interim are required.

Former Students Who Were on Probation

A student on probation at the close of the last enrollment will be readmitted on probation provided he or she is otherwise eligible. The student must furnish transcripts of any college work taken during the absence.

Former Students Who Were Disqualified

The readmission of a previously disqualified student is by special action only. Consideration for readmission is primarily based on evidence that the student has significantly raised the CSUF grade point average through grades in CSUF's Extended Education program. Any work since disqualification at other accredited institutions affect the cumulative grade point average but not the CSUF grade point average. Appointments are available for counseling regarding the possibilities of readmission or transfer to another institution at (714) 278-2371.

Transfer Credits

EVALUATION OF TRANSFER CREDITS

When a student is admitted, the Office of Admissions and Records will evaluate previous college work in relation to the requirements of Cal State Fullerton. All undergraduate degree candidates will be issued a credit summary or a degree audit report (DARS) during the first semester of attendance that serves as a basis for determining remaining requirements for the student's specific objectives. The admissions office will convert quarter units of credit transferred to the university to semester units by multiplying quarter-unit totals by two-thirds.

Once issued to a student, the evaluation remains valid as long as the student enrolls for the term specified, pursues the objective specified, and remains in continuous attendance. The student will not be held to additional graduation requirements unless such requirements become mandatory as a result of changes in the California Administrative Code or the California Education Code. If the student does not remain in continuous attendance and has not applied for and been granted a formal leave of absence, the evaluation issued upon readmission will specify the remaining requirements for the student's objectives.

In view of the foregoing regulations, the student should notify the Office of Admissions and Records immediately of a change in the objective specified in the evaluation. While the evaluation for a student remains valid, the student is held responsible for complying with all changes in regulations and procedures that may appear in subsequent catalogs.

ACCEPTANCE OF CREDIT

Credit for work completed at accredited institutions, other than course work identified by such institutions as remedial or in other ways as being nontransferable, will be accepted toward the satisfaction of baccalaureate degree and credential requirements at the university within limitations of residence requirements and community college transfer maximums.

TRANSFER OF CREDIT FROM A COMMUNITY COLLEGE

Upper-division credit is not allowed for courses taken in a community college. Credential credit is not allowed for courses in professional occupational education taken in a community college. This does not invalidate credit for preprofessional courses taken at a community college, such as introduction to education, art or design, arithmetic, or music for classroom teachers.

After a student has completed 70 units of college credit at a community college, no additional community college units may be accepted for unit credit.

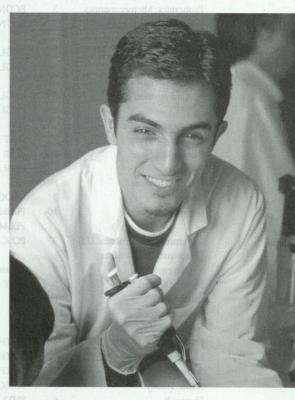
CREDIT BY EXAMINATION

California State University, Fullerton grants credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement Examinations and some CLEP examinations. Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully.

CREDIT BY ADVANCED PLACEMENT

Students who have successfully completed courses in the advanced placement program of the College Entrance Examination Board (defined as receiving a score of 3, 4 or 5) shall be granted credit for each advanced placement course toward graduation, advanced placement in the university's sequence of courses and credit for curriculum requirements.

Cal State Fullerton grants semester units toward its undergraduate degrees for successful completion of examinations (scores of 3 or better) of the Advanced Placement Program of the College Board.



TRANSFER CREDITS

Evaluation of Transfer Credits

Acceptance of Credit Mariantal Desiry

Transfer of Credit From a Community
College

Credit by Examination

Credit by Advanced Placement

International Baccalaureate Program

Credit for Extension and Correspondence

Credit for Noncollegiate Instruction

Credit for Prior Learning

College Level Examination Program

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¹ To meet the state requirement, you must take POSC 300 in GE III.C2.

INTERNATIONAL BACCALAUREATE

Exemption

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- -division language

- lower-division
- language credit awarded, a f 200-level credit

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lus (Math 150A or

AP Exam Title

Units Credit

² Must take CHEM 120A if you plan to take an additional course for which CHEM 120A is a prerequisite.

³May enroll in CHEM 120B or CHEM 125.

^{*}Consult the Department of Computer Science.

⁵To complete requirements for PHYS 211, 212, you must successfully complete two units of PHYS 211L and 212L laboratory at CSUF.

CREDIT FOR EXTENSION AND CORRESPONDENCE COURSES

The maximum amount of credit through correspondence and extension courses that may be allowed toward the bachelor's degree is 24 units, if otherwise applicable.

CREDIT FOR NON-COLLEGIATE INSTRUCTION

Cal State Fullerton grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs. Students who have at least one year of active military service may be granted 4-12 units of undergraduate credit.

CREDIT FOR PRIOR LEARNING

California State University, Fullerton grants up to 30 units of undergraduate credit for learning, knowledge or skills-based experience that has been documented and evaluated at a community college, according to campus policy. Requests for Credit for Prior Learning will be evaluated individually.

COLLEGE LEVEL EXAMINATION PROGRAM

The university shall accept three semester units of credit for each of the following College Level Examination Program (CLEP) examinations, subject to achievement of the scores indicated, provided the examination was not taken previously within one calendar year and that degree credit has not been

granted for previous course work at the equivalent or at a more advanced level than for the examination in question.

Examination	Passing score
Mathematics General Exam	50*
College Algebra-Trigonometry	49
Introductory Calculus and	
Analytic Geometry	48
Statistics	49
General Chemistry	48

Cal State Fullerton may be able to grant additional credit or advanced standing based upon CLEP examination results. Contact the Office of Admissions and Records for additional information.

*Effective credit only; does not fulfill GE mathematics requirement.

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Registration

Registration Information



REGISTRATION INFORMATION

Orientation

Registration

Computerized Records System

Controlled Entry Classes

Late Registration

Changes in Program After Registration

Concurrent Enrollment Outside the CSU System

Enrollment at Other CSU Campuses

Visitor Enrollment

Auditors

Disabled Students

Veterans

Summer Session

ORIENTATION

Various opportunities are provided for new students to obtain information relating to academic programs, student services and activities, and other aspects of university life. Information about specific programs is published separately.

REGISTRATION

Class Schedule

A complete listing of courses offered will be found in the class schedule published prior to the start of each semester. This publication, which may be purchased in the Titan Bookstore, also includes detailed information pertaining to the semester including class enrollment and fee payment procedures. Class schedule information is also available on the university website www.fullerton.edu.

It is important that students familiarize themselves not only with the academic policies stated in this catalog but also with the requirements and procedures in the class schedule as both are used in the selection of classes for the semester.

Registration

Registration involves two steps: class enrollment and fee payment, and may be accomplished through TITAN, Cal State Fullerton's Touchtone Information Telecommunications Access Network, or through TITAN Online, CSUF's Internet Web-based registration process. Students can register from home, work or on-campus before the semester starts, or through late registration during the first week of instruction using the TITAN telephone system at (714) 278-7902 or the TITAN online Web site. Most students should find registration by telephone or the Worldwide Web (www) advantageous. Students may register through the Registration Center, Langsdorf Hall 114, if they are unable to use the TITAN telephone or Internet systems. The center is open only during the specified periods of registration. Hours and dates vary and are published each term in the class schedule. Students who need assistance with registration may call the TITAN Helpline at (714) 278-7601 during the registration period.

Registration does not become official until all fees have been paid.

COMPUTERIZED RECORDS SYSTEM

The student records system, including the registration process, is computerized. It is a fact of life in a large institution such as Cal State Fullerton that computerization is essential. Thus, there are requirements for data forms, code numbers, student identification numbers and for meeting precise criteria for recording data, which introduce impersonal elements in the student records system. Despite these conditions, every effort is made to provide courteous, efficient and personalized service to students and the entire university community. To assist in providing this service, students are urged to be careful and accurate in preparing forms, especially the telephone/Web registration worksheet. Accurate preparation of information will assure each student of records that are as error-free as possible.

CONTROLLED ENTRY CLASSES

In general, all courses listed in the semester class schedule shall be available to all matriculated students except for appropriate academic restrictions as stated in the schedule and the catalog. These restrictions, including special qualifications and other academic limitations, on class entry shall be published in the class schedule as appropriate footnotes to the designated class or class section and are usually consistent with the catalog.

LATE REGISTRATION

The last day to register for each semester will be announced in the class schedule. Late registrants will find themselves handicapped in arranging their programs and must pay a \$25 late registration fee in addition to regular fees.

CHANGES IN PROGRAM AFTER REGISTRATION

Each student is responsible for the program of courses listed at registration.

Changes may be made thereafter only by following procedures announced in the class schedule.

Students may drop classes and add classes to their programs of study during the first two weeks of instruction (the specific deadline is printed in the class schedule each semester). After the second week of instruction, the university expects students to complete all courses in which they are enrolled. If students must withdraw after the deadline for dropping classes published in the class schedule, they are subject to the withdrawal policy contained in the "University Regulations" section of this catalog. In all instances, dropped classes must be officially dropped by the student; students not attending class are not dropped automatically.

CONCURRENT ENROLLMENT OUTSIDE THE CSU SYSTEM

A student enrolled at the university may enroll concurrently for additional courses at another institution outside the CSU system without advance written approval from the student's academic adviser or the Office of Admissions and Records. Students are reminded that the study load in the proposed combined program of study may not exceed the maximum number of units authorized at this university.

ENROLLMENT AT OTHER CSU CAMPUSES

Fullerton students may enroll at other campuses of The California State University either while concurrently enrolled at Cal State Fullerton or as visitors. There are certain eligibility requirements and enrollment conditions that must be met, including completion of at least one semester at Cal State Fullerton and being in good academic standing. Information and application forms may be obtained from the Office of Admissions and Records.

VISITOR ENROLLMENT

Students enrolled at other campuses of The California State University may enroll at Cal State Fullerton while concurrently enrolled at their home campus or as visitors. Information about eligibility requirements, enrollment conditions and application forms are available from the Office of Admissions and Records at the home campus.

AUDITORS

A properly qualified student may enroll in classes as an auditor. The student must meet the regular university admission requirements and must pay the same fees as other students. See the description of Audit in the "University Regulations" section of this catalog under "Administrative Symbols."

DISABLED STUDENTS

Disabled students who require assistance should consult with Disabled Student
Services prior to the announced semester registration period so that special arrangements can be made.

VETERANS

California State University, Fullerton is approved by the Bureau of School Approvals, State Department of Education, to offer programs to veterans seeking benefits under state and federal legislation. All students seeking veterans' benefits must have a degree or credential objective.

SUMMER SESSION

As of summer 2001, the State of California has chosen to support summer classes in approximately the same way that it supports fall and spring semester classes. As a result, matriculated students who are California residents may expect to pay a State University Fee for summer instruction that is noticeably lower than the fee-supported prices experienced in prior years. Nonmatriculated students may register for classes on a space-available basis via Adjunct or Open University enrollment through University Extended Education described elsewhere in this catalog.

From time to time, it may be necessary to offer summer courses on a fee-based cost recovery basis.

Class schedules and other information concerning Summer Session will be available from University Extended Education or the Admissions and Records Service Center.

Fee Information



FEE INFORMATION

Application Fee

State University Fee

Nonresident and Foreign Visa Students

Category I Fees

Category II Fees

Category III Fees

Category IV Fees

Alan Pattee Scholarships

Fee Payment

ID Card

Waiver of Fees

Refund of Fees

Parking Fees

Typical Student Expenses

State University Fee

Associated Students Fee

Miscellaneous Course Fees

Average Annual Costs and Sources of Funds

FEE INFORMATION

Tuition is not charged to legal residents of California. Following are the fees and nonresident tuition in effect at the time of catalog preparation.

Fees charged to students, including students auditing a class, are categorized as "Category I," "Category II," "Category III" or "Category IV." All fee amounts may change without advance notice. Students should refer to the current class schedule or www.fullerton.edu/titanonline for fee amounts and for up-to-date information.

APPLICATION FEE

(nonrefundable)

Payable online with application at http://www.csumentor.edu/via credit card, or by check or money order at time application is made\$55

STATE UNIVERSITY FEE (Per Semester)

Undergraduate

0 to 6	units.	\$456
7 or m	nore units	786

Graduate

(to 6 units.	504
7	7 or more units	867

NONRESIDENT AND FOREIGN VISA STUDENTS

Nonresident tuition fee (in addition to fees charged all students)
per unit. \$282

CATEGORY I FEES

Category I Fees are required to apply to, enroll in, attend, and to graduate from Cal State Fullerton. They include, but are not limited to, the CSU Application Fee, costs assessed per semester such as the State University Fee and those associated with the operation of the student union, Associated Students, Inc. programs and services, on-campus health services and specific courses.

CATEGORY II FEES

Nonresident and foreign students pay a per unit tuition fee each semester, in addition to fees charged to all students. Tuition is not charged to legal residents of California.

CATEGORY III FEES

Category III Fees are defined as fees other than Category I fees, paid to receive materials, services, or for the use of facilities provided by the university, or to enroll in a course offered through a self-support instructional program..

CATEGORY IV FEES

Category IV Fees or deposits are required to reimburse the university for additional costs resulting from dishonored payments, late submissions, misuse of property, or as a security or guarantee. They include, but are not limited to, late registration, failure to meet an administrative deadline, late installment payments, returned checks, and late library returns.

ALAN PATTEE SCHOLARSHIPS

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68120. Students qualifying for these benefits need to contact the Admissions/ Registrar's Office, which determines eligibility.

FEE PAYMENT

Online (ACH) checking from savings or checking accounts, VISA, MasterCard, American Express, or Discover credit cards may be used for payment of student fees. Payments can be made at www.fullerton.edu/titanonline or at (714) 278-2121.

ID CARD

The campus ID card, the TitanCard, incorporates multiple applications into a single card. The TitanCard, which bears the user's photograph, signature and CSUF logo, is designed to be the student's permanent ID card with electronic validation occurring each semester of enrollment. The card permits easy access to university facilities and services including the Pollak Library, recreation activities, several Student Affairs offices, athletic ticket office, Titan Shops, dining and vending services, computer labs, student elections, etc. TitanTender is the debit account portion of the TitanCard, reducing the need to carry cash on campus. The card can also serve as a long distance calling card and ATM card.

WAIVER OF FEES

Section 32320 of the California Education Code provides for the waiver of certain fees, other than nonresident tuition, for certain veterans' dependents. Those who meet one or more of the following criteria should present a certificate of eligibility obtained from the Division of Educational Assistance, California Department of Veterans Affairs, to the veterans' benefits coordinator in the Registrar's Office on or before the date of registration.

A. Children of veterans who have serviceconnected disabilities and whose annual income, not including governmental compensation for such service-connected disability, does not exceed \$5,000. B. Children of veterans who died in action or as a result of a service-connected disability, where the annual income of such children, including the value of any support received from parents and the annual income of surviving parents, does not exceed \$5,000. There are no limitations on a person's age or the length of time as a California resident.

REFUND OF FEES

Details concerning fees which may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges) and 41802 (all other fees) of Title 5, California Code of Regulations. In all cases, it is important to act quickly in applying for a refund.

Information concerning the policy and appropriate procedure to be followed in seeking a refund may be obtained from the Office of the Registrar or Student Financial Services.

PARKING FEES

Semester pass (non-reserved spaces): Regular and limited students

(4-wheeled vehicle)......\$99.00 through spring 2004; \$144.00 effective

Regular and limited students

(2-wheeled vehicle).....\$13.50

Daily parking permit\$3.00/day

through June 2004;

\$5.00/day effective July 2004

Summer session

(4-wheeled vehicle) \$66.00

summer 2003-04;

\$96.00 summer 2005

Summer session

(2-wheeled vehicle)\$9.00

TYPICAL STUDENT EXPENSES

Typical school year budgets for California residents living at home or making other housing arrangements will vary widely. It is estimated that, including a \$4,700 yearly allowance for room and board and \$400 for books and supplies, the total cost will approximate \$7,600 for an unmarried person. Nonresident students must also allow for nonresident tuition in addition to those fees listed above.

STATE UNIVERSITY FEE

The State University Fee provides financing for the following student services:

- Social and Cultural Development
 Activities. Provides for the coordination
 of various student activities, student
 organizations, student government and
 cultural programs.
- Counseling. Includes the cost of counselors' salaries and clerical support, plus operating expenses and equipment.
- Testing. Covers the cost of test officers, psychometrists, clerical support, operating expenses and equipment.
- 4. Placement. Provides career information to students and faculty for academic program planning and employment information to graduates and students.
- Financial Aids Administration. Includes the cost of the counseling and business services provided in connection with the financial aid programs.
- Health Services. Provides health services to students and covers the cost of salaries of medical officers and nurses and related clerical and technical personnel, as well as operating expenses and equipment.
- Housing. Supports personnel who provide housing information and monitor housing services available to students.
- Student Affairs Administration. Covers 50
 percent of the cost of the Office of the
 Vice President for Student Affairs, which
 has responsibility for the overall administration of student services.

ASSOCIATED STUDENTS FEE

The law governing The California State University provides that a student body fee may be established by student referendum with the approval of two-thirds of those students voting. The Associated Students fee was established at California State University, Fullerton by student referendum in December 1959. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by ten percent of the regularly enrolled students (Education Code. Section 89300). The level of the fee is set by the chancellor who may approve a fee increase only following a referendum approved by a majority of the students voting. The Associated Students fee supports

a variety of cultural and recreational programs, child care centers and special student support programs.

MISCELLANEOUS COURSE FEES

A \$9.00 per semester "Consolidated Course Fee" includes all individual miscellaneous course fees other than those for travel and field trip expenses, event and facility admissions, sports equipment and musical instruments (including rentals). This fee will be charged as part of the "basic fees" due on or before the pertinent registration fee deadline. Course fees not covered by the Consolidated Course Fee are listed and described in the "Footnotes" sections that follow the class listings in the class schedule. Information as to the amount and payment of these fees will be provided before or on the first day of classes. For questions concerning the Consolidated Course Fee, please contact Student Financial Services at sfs@fullerton.edu.

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL-TIME EQUIVALENT STUDENT

The 23 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 2002/2003 (not including capital outlay funding in the amount of \$481,178,000) is \$2,680,280,000. However, the total cost of education for CSU is \$3,213,710,000, which must provide support for a projected 321,132 full-time equivalent students (FTES). The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds. The average cost of education is determined by dividing the total cost by the total FTES. The average cost is further differentiated into three categories: State Support (the state appropriation, excluding capital outlay), Student Fee Support, and Support from Other Sources (including federal funds).

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is \$10,007. Of this amount, the average student fee support per FTE is \$1,926. (The State University Fee, application fee, and student body fees are included in the average costs paid by the students; individual students may pay less or more than \$1,926, depending on whether they are part-time, full-time, resident, or nonresident students.)

SOURCES OF FUNDS AND AVERAGE COSTS FOR 2002/03 CSU BUDGET

(Projected Enrollment: 321,123 FTE)

		Average Cost Per FTE Student	Percentage
Total Cost of Education*	\$3,213,710,000	\$10,007	100.0
State Appropriation**	\$2,680,280,000	8,346	83.0
Student Fee Support	\$533,430,000	1,661	17.0
Detail:			
Total State Support	\$2,680,280,000		
Total Support	\$3,213,710,000		

(Including State General Fund Appropriation, student fee support, and support from other

^{*}Based on final campus budget submissions subsequent to the passage of the Budget Act. Totals may differ slightly from other CSU published amounts.

^{**}Includes mandatory cost increases, enrollment increases, and general compensation increases.

Financial Aid

INTRODUCTION

Financial Aid refers to a wide variety of programs designed to assist students in meeting the cost of attendance at California State University, Fullerton. These programs include gift aid in the form of scholarships and grants which do not require repayment or performance of work; student loans, which require repayment over a period of time at a specified interest rate; and employment programs through Federal Work-Study. The Emergency Loan program also provides students with resources to meet unusual or unexpected emergencies through a short-term loan.

Students who have specific questions regarding financial aid or who would like further information should contact the Office of Financial Aid.

ELIGIBILITY REQUIREMENTS

The following eligibility requirements apply to all financial aid programs except emergency loans and scholarships.

To be considered eligible for most student aid programs, the demonstration of financial need is one of the primary requirements. However, alternate forms of financial assistance such as scholarships, emergency loans and parental loan programs should also be explored since many of these alternate sources of aid do not necessarily require the demonstration of financial need. Financial need is the difference between the reasonable and approved costs incurred by a student at CSUF and all of the resources available to the student, including contributions from parents, student (and spouse, if applicable), and other aid the student may be eligible to receive. The university uses a nationally accepted formula developed by the federal government in determining the family contribution. In addition to demonstrating financial need, all applicants for federal student financial assistance must meet the following eligibility requirements:

- be a U.S. citizen, national or permanent resident of the U.S. Eligible students also include citizens of the Marshall Islands and permanent residents of the Trust Territories, as well as other eligible non-citizens who can document their status in the United States as other than for a temporary purpose;
- 2. be admitted to or enrolled on at least a half-time basis in a program of study leading to a degree, certificate or recognized credential offered by the institution. (Graduate students pursuing prerequisites required to gain admission to a graduate program may be eligible only for the Stafford loan, and the annual limit will be reduced);
- 3. maintain satisfactory academic progress in the course of study according to the standards and practices of the university;
- 4. not be in default on any loan made from a student loan fund and not owe a refund on grants previously received for attendance at any college or university;
- 5. complete a Free Application for Federal Student Aid (FAFSA), and submit all documentation requested by the Office of Financial Aid;
- 6. be registered for the Draft with the Selective Service or certify that he/she is not required to register. The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for registration with the Selective Service System within thirty days of their eighteenth birthday. Most males between the ages of 18 and 25 must be registered. Males born after December 31, 1959, may be required to submit a statement of compliance with the Act and regulations in order to receive any grant, loan or work assistance under specified provisions of existing federal law. In California, students subject to the Act who fail to register are also ineligible to receive any need-based student grants funded by the state or a public postsecondary institution.



FINANCIAL AID OFFICE

University Hall 146 (714) 278-3125

FINANCIAL AID

Eligibility Requirements

Scholarships & Institutional Grants

State Grants

Federal Programs

Application Periods

Rights and Responsibilities of Students

Receiving Aid

Satisfactory Academic Progress Standards

Eligibility for Multiple Degrees

Refund Policy

Fee Refunds and Return of Title IV Funds

Selective Service registration forms are available at any U.S. Post Office, and many high schools have a staff member or teacher appointed as a Selective Service Registrar. Applicants for financial aid can also request that information provided on the Free Application for Federal Student Aid (FAFSA) be used to register them with the Selective Service. Information on the Selective Service System is available and the registration process may be initiated online at http://www.sss.gov;

- 7. have a Social Security number; and
- 8. have a high school diploma or recognized equivalent.

SCHOLARSHIPS & INSTITUTIONAL GRANTS

Scholarships

Scholarships and awards should not be viewed as another form of financial aid, even though many scholarships do take financial need into consideration during the review process. They are given to honor outstanding achievement. Many scholarships are available to all students and are known as university scholarships. Other scholarships have special objectives and may be awarded to students pursuing selected majors, students with certain career goals, or to those living in certain geographic areas. In accordance with the laws of the State of California, CSUF is committed to providing equal opportunities to all students without regard to their race, ethnicity, gender or national origin.

Most scholarship applications are due the last weekday in February. Generally, the recipients are selected during the spring semester and the funds are awarded the next academic year. Full details regarding scholarship requirements and application deadlines can be found at www.fullerton.edu/financialaid. You will need to click on the scholarship icon.

Educational Opportunity Program Grant (EOPG)

The Educational Opportunity Program Grant of the California State University system is available to undergraduate students who are residents of California and who are officially enrolled in EOP (contact the EOP Office for program enrollment procedures). EOP grants range from \$200 to \$800 per year.

State University Grant (SUG)

The State University Grant of the California State University system is available for graduate and undergraduate students who are residents of California. All applicants who file a FAFSA will be considered for this grant.

STATE GRANTS

Cal Grant A, B & T

The State of California, through the California Student Aid Commission, administers grant programs for undergraduates seeking a post-secondary education. To qualify for Cal Grant A or B, a student must be a California resident attending an eligible school or college within the State, must be making satisfactory academic progress, and must not owe a refund on any State or Federal grant or have defaulted on a student loan.

Applicants for Cal Grant funds are required to complete a Free Application for Federal Student Aid (FAFSA) no later than March 2 prior to the fall semester for which the grant will be used. First-time applicants must verify their GPA by March 2. CAL Grant T applicants must be accepted into a credential program.

Cal Grants A and T are designed to assist low- and middle-income students with the cost of tuition and fees. Recipients are selected on the basis of financial need and grade point average. This grant is to be used for registration fees but may not cover full fees.

Cal Grant B is designed to provide very low-income students with a living allowance. In addition, Cal Grant B recipients may also receive assistance with tuition and fee costs. First-year students receiving Cal Grant B will generally receive a living allowance up to a maximum of \$1,551 for the academic year. During their 2nd, 3rd and 4th year of post-secondary education, Cal Grant B recipients will receive the living allowance in addition to tuition and fee assistance.

FEDERAL PROGRAMS

Federal Pell Grant

The Federal Pell Grant program is the largest of all federal student grant programs and is the "foundation" of all forms of student assistance. Pell Grants are available to undergraduates who have not already obtained a bachelor's degree. The amount of the grant is based on financial need and ranges from \$400 to \$4,000 for students enrolled full-

time. Part-time undergraduates are also eligible. Students may apply by completing a Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant supplements other forms of financial assistance offered to an eligible student. Applicants must meet all other eligibility requirements. Although designed to meet the needs of undergraduate students with the greatest amount of need, FSEOG funds are provided to schools and colleges by the federal government, and awards to students are made according to the school's awarding practices. Priority in awarding FSEOG funds must be given to Pell Grant recipients. Award amounts to CSUF students range from \$100 to \$800.

Federal Perkins Loans

Federal Perkins Loans are low-interest loans (5 percent interest) available to undergraduate and graduate students. Based on their demonstrated financial need, students may borrow up to \$4,000 each academic year and up to a maximum borrowing limit of \$15,000 for completing an undergraduate degree. The combined borrowing limit for completion of undergraduate and graduate study is \$30,000. Students borrow through the Federal Perkins Loan program at their school or college, and availability of funds is dependent on repayment of the school's previous borrowers and annual federal allocations to the program. Generally, loan amounts range from \$200 to \$2,600. Interest does not accrue on the loan, and there is no repayment while the student is enrolled at least halftime. Repayment begins nine months following graduation, withdrawal, or enrollment below half-time status.

Federal Work-Study

The Federal Work-Study program provides students with employment opportunities both on and off campus. Eligibility for the program is determined by the school or college based on the student's demonstrated financial need. Students awarded Work-Study receive an allocation of funds to be earned through part-time employment with an approved employer. The hourly wage will depend on the type of job and placement assistance is provided by the school or college. Students

can take advantage of this employment opportunity to work in areas related to their studies or to perform community service work to minimize their student loan borrowing. Undergraduates and graduate students are eligible to participate in the program.

Federal Stafford Student Loan

The Stafford Student Loan is a long-term loan made to students by banks, savings and loan associations and credit unions. The loans are guaranteed by the State of California and insured by the federal government.

The federal government pays interest on the loan while the student is in school. Six months following graduation, withdrawal or less than half-time enrollment, borrowers begin repayments.

Stafford Student Loan borrowers will be required to repay the loan at a variable interest rate set annually. The interest rate will be based on the 91-day T-bill rate plus 3.10 percent and capped at 9 percent.

First-year students are eligible to borrow up to \$2,625 annually, second-year students may borrow up to \$3,500, and other undergraduates will be limited to \$5,500 annually. Students enrolled in a program of study for less than one academic year will have their loan eligibility prorated based on the length of the program. The aggregate loan limit for an undergraduate will be \$23,000.

Graduate students will be eligible to borrow up to \$8,500 annually with an aggregate borrowing limit of \$65,500 including undergraduate loans.

Federal Unsubsidized Stafford Student Loan

Students who do not demonstrate sufficient financial need to borrow under the regular Stafford Student Loan program may borrow under the unsubsidized Stafford Loan. Students may borrow within the loan limits and at the same interest rates as the regular Stafford loan program. With the exception of demonstrating financial need, borrowers must meet all eligibility criteria of the regular Stafford loan.

Borrowers will pay a combined origination and insurance premium of 4 percent which will be deducted from the loan checks. Interest payments must begin immediately after the loan is disbursed or may be added to the principal balance. Regular repayment begins six months after the borrower graduates or is no longer enrolled at least half-time.

Federal PLUS Parent Loans

The PLUS program is a loan designed to assist parents in meeting the educational costs of their dependent. The parent is the borrower and is responsible for repayment of the loan. The PLUS program is designed for families who generally do not qualify for other forms of financial assistance and who can meet the additional burden of loan payments.

Parents who do not have an adverse credit history may be eligible to borrow up to the total cost of the student's education, minus any other financial aid received by the student. The PLUS interest rate is variable, up to a maximum interest rate of 10 percent. Repayment of the loan begins within 60 days of the disbursement of the loan. Parents must repay both interest and principal and should check with their lender concerning deferment options.

APPLICATION PERIODS

March 2 is the deadline for priority processing for the following academic year.

Consult with the Office of Financial Aid for more specific deadlines.

Emergency Loans

Emergency loans are available from the first day of classes until 30 days before the end of the semester.

Scholarships

Applications for scholarships are due in the Office of Financial Aid by late February. Students should contact the Office of Financial Aid for an application in mid-January.

Bureau of Indian Affairs Grants

Consult with the BIA for exact dates. The application deadline is usually in mid-June.

All Other Aid

Priority is given to FAFSA applications mailed between January 1 and March 2 for the next academic year.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

Rights

All students are entitled to and are guaranteed fair and equitable treatment in the awarding of financial aid. In addition, there shall be no discrimination of any kind. Appeals procedures exist for anyone who feels that a violation has occurred; consult with the director of financial aid for details.

All students have the right to receive full and open information about various financial aid programs and the status of their eligibility. In addition, they have the right to know the selection and review processes used in awarding financial aid.

All students have the right to know the costs of attending the institution, the refund policies in case of withdrawal from the university, the academic programs offered by the university, the faculty and physical facilities of the institution, and data regarding student retention at the university.

The following information concerning student financial assistance may be obtained from the director of Financial Aid, University Hall UH-146, phone: (714) 278-3125:

- student financial assistance programs, including state grants, available to students who enroll at CSU, Fullerton;
- the procedures and forms by which application for student financial assistance is made;
- the student eligibility requirements for financial assistance and the criteria used in determining how financial assistance is distributed among eligible applicants who enroll at CSU, Fullerton;
- the right and responsibilities of receiving financial assistance, including aid provided under federal Title IV Student assistance programs;
- the standards the student must maintain to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance.

Information concerning the cost of attending California State University, Fullerton, is available from the director of Financial Aid, University Hall 146, phone: (714) 278-3125:

- 1. fees and tuition (where applicable);
- 2. estimated costs of books and supplies;
- estimates of typical student room and board costs and typical commuting costs;
- and if requested, additional costs for specific programs.

All students are entitled to have the right to receive full and open information about various topics as provided by law. The following information may be obtained from departments as indicated:

- 1. Information regarding special facilities and services available to students with disabilities may be obtained from the Disabled Student Services Office, University Hall 101 or by calling (714) 278-3117.
- Information concerning CSU, Fullerton policies, procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the Department of Public Safety, Temporary 1200, at (714) 278-2515.
- Information concerning CSU, Fullerton annual campus security report may be obtained from the Department of Public Safety, Temporary 1200, at (714) 278-2515 or referencing police.fullerton.edu on the Web.
- Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the health educator in the Student Health Center, at (714) 278-2800.
- 5. Information regarding student retention and graduation rates at CSU, Fullerton and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from the Analytical Studies Office in McCarthy Hall 136.
- Information concerning athletic opportunities available to male and female students and the financial resources and personnel that CSU, Fullerton dedicates to its men's and women's teams may be obtained from the Athletic Department, Physical Education 158, at (714) 278-3058.
- Information concerning grievance procedures for students who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Vice President for Student Affairs Office, Langsdorf Hall 805, at (714) 278-3221.

Responsibilities

All financial aid recipients agree to carry and complete a specific number of units each semester, report graduation or withdrawal from the university and to notify the Office of Financial Aid of any changes in their financial or marital status.

Recipients of financial aid must use the funds only to meet education costs. Any other use of the funds is prohibited by law.

Students who are receiving financial aid must maintain satisfactory academic progress. See the section below for details.

SATISFACTORY ACADEMIC PROGRESS STANDARDS

All students, including financial aid recipients, must maintain scholastic academic progress as outlined in the California State University, Fullerton catalog.

Federal and state regulations governing student financial aid programs require the university to ensure that each student who is receiving financial aid maintains satisfactory academic progress (SAP) toward a degree objective. These regulations allow the institution to set the standards of SAP as long as "those standards are reasonable, are applied consistently and are at least as strict as the requirements for all students, and measure progress toward the degree for all periods of enrollment regardless of whether the student is receiving financial aid." As required, a quantitative and qualitative measurement has been defined. (See below for complete information).

Quantitative Measurement

At CSUF, all undergraduate programs are four-year programs but for purposes of defining the quantitative measurement for SAP, a maximum time frame of six academic years of work attempted is allowed. Students are expected to complete their educational objective, degree or certificate according to the following schedule:

Required for Degree Max. Attempted Units Undergraduate:

Graduate:

30 or more depending upon program45

You may not continue to receive financial assistance at CSUF once you have attempted or enrolled in a maximum number of units. If you are classified as an undergraduate, the maximum is 186 units. If you are classified as a graduate or post-baccalaureate, the maximum is 45 units. The unit maximum includes all units attempted at CSUF, as well as all transferable units attempted at other

colleges/universities. If your program requires more than the average number of units, provide documentation to the Office of Financial Aid to request an exception to the standard. A student who cannot complete his/her objective within the maximum attempted units outlined above according to his/her degree standing will not be eligible for any financial aid from any federal or state source.

Qualitative Measurement

CSUF uses a 90 percent completion percentage (90 percent rule) applied to attempted units each term on an annual basis for its qualitative measurement to determine if SAP is being maintained.

A minimum number of units each semester is not imposed, although most financial aid programs require at least 6 units per semester (half-time status) to receive funds. Therefore, a student may decide each semester how many units to attempt. In deciding, factors such as employment, course difficulty, family responsibilities and academic probation should be considered. There is a fourweek period each term to establish an enrollment status. On census date, the 20th day of instruction, units are "frozen," and it is on this basis that satisfactory academic progress is calculated.

The 90 Percent Rule

The student's census attempted units ("frozen units") for the preceding fall and spring semesters are added together. Then grades are reviewed and the percentage of earned units are calculated based on the attempted units. The percentage is calculated on a maximum of 12 units per semester or 24 units per academic year. TO MAINTAIN UNRESTRICTED ELIGIBILITY FOR FINANCIAL AID, 90 PERCENT OF ATTEMPTED UNITS MUST BE EARNED.

Determination of Units Completed

The following grades will be counted in determining units successfully completed: A, B, C, D, CR (credit).

SP (Satisfactory Progress) and RD (Report Delayed) will be temporarily considered as units completed provided these designations are replaced with an acceptable final grade within one calendar year from the beginning date of the semester. If the final SP grade is not posted within one year, the student must submit a written appeal to the Office of

Financial Aid. If a Report is delayed beyond one year, the student must submit to the Office of Financial Aid a statement from the faculty member explaining the cause for the extended delay.

The following grades will count as units attempted but will not count as units completed: F, NC (No Credit), W (Withdrawal), AU (Audit), I (Incomplete), WU (Withdrawal Unauthorized).

If a grade is changed after the official posting for a semester, it is the student's responsibility to bring verification of the change to the Office of Financial Aid.

A repeated course in which the student initially received a D or better will not count as units attempted or completed since an improved grade will only result in a grade change and not additional unit credit. A repeated course in which a student withdrew or received an unofficial withdrawal will count as units attempted and completed.

Remedial courses will be considered as units completed for purposes of reviewing a student's satisfactory academic progress only when the university or department requires a student to take a remedial course(s) as part of his/her program whether or not the student receives unit credit towards graduation. A maximum of 30 units is allowed.

Warning

If at least 70 percent (but less than 90 percent) of attempted units is earned, the student will be allowed to receive financial aid for one semester on "warning" status; if less than 70 percent of attempted units is earned, the student's eligibility is terminated until the student re-qualifies.

The student is still eligible to receive financial aid for one semester while on warning; however, the student must meet the following conditions to be taken off warning status:

- attempt a minimum of 6 units;
- complete 100 percent of attempted units (12 units is the maximum requirement);
- earn at least a 2.0 semester grade point average (GPA).

At the end of the warning semester, if the student has not met the conditions stated above, eligibility will be terminated until the student re-qualifies.

Successful Completion Requirement

In order to maintain satisfactory academic progress, each student must have a minimum cumulative C average or an academic standing consistent with the institution's requirements for graduation. This requirement is in addition to the requirement that a student maintain scholastic academic progress at the end of each semester as defined by California State University, Fullerton. CSUF academic probation and disqualification standards permit a student to enroll on academic probation with a cumulative grade point average of 1.95 or higher for a senior, 1.85 or higher for a junior, 1.7 or higher for a sophomore, 1.5 or higher for a freshman on all college units attempted or in all units attempted at this institution. As a result, a student who meets these minimum grade point averages will be considered to be making satisfactory academic progress.

Semester Grade Review

Even though California State University, Fullerton will measure satisfactory academic progress according to the number of units successfully completed at the end of each academic year, federal financial aid program regulations require each college and university to determine that a student is maintaining satisfactory academic progress each payment period and each time it certifies a Stafford Loan. To meet this requirement, a student will have been certified as having made satisfactory academic progress for payment purposes at the end of the fall semester if the student meets the "qualitative standards" as outlined above.

Failure to Maintain Satisfactory Academic Progress

A student who fails to maintain the qualitative or quantitative measurement standards will be defined as having failed to maintain satisfactory academic progress and will be ineligible to receive any federal or state financial aid.

Re-qualification of Financial Aid Eligibility

Students may re-qualify for a future semester by meeting the following conditions:

In a single semester:

- attempt a minimum of 6 units*;
- complete 100 percent of attempted units (12 units is the maximum requirement);
 and

earn at least a 2.0 semester grade point
 average (GPA),

*transferable courses at another school may be used to re-qualify, provided they are accepted for unit credit toward graduation at CSUF.

Appeal Process

Students have the right to appeal a financial aid eligibility termination or unit cap termination by presenting a written appeal with documentation of mitigating circumstances. Complete a SAP appeal form and:

- (1) explain the circumstances which contributed to failure to make SAP;
- (2) document the circumstances;
- (3) state the steps that have been taken to improve future academic performance.

Allow 2-3 weeks for the SAP Appeals Committee to evaluate and to provide a written response.

ELIGIBILITY FOR MULTIPLE DEGREES

Students will be eligible to receive financial aid towards the completion of their first bachelor's degree and towards their first graduate degree.

REFUND POLICY

CSU, Fullerton's policies regarding refunds for financial aid recipients are in accordance with federal Title IV student assistance program regulations. Information concerning the refund policies for the return of unearned tuition and fees or other refundable portions of institutional charges is available from the director of Financial Aid in University Hall 146, phone (714) 278-3125. As stated in the appropriate CSUF Class Schedule, a student may be entitled to a refund of fees if he/she withdraws from the university or drops units. However, if the student received financial aid, the fee refund may be credited partially or completely to the appropriate financial aid account(s).

FEE REFUNDS AND RETURN OF TITLE IV FUNDS

Information on policies regarding fee refunds and the return of federal Title IV student assistance as required by regulation is available from the director of Financial Aid in University Hall 146, phone (714) 278-3125. Financial aid recipients who are considering withdrawal should visit the Office of

Financial Aid for an estimate of the amount of financial aid that would have to be repaid.

Since financial aid funds are awarded to help students meet their educational costs, financial aid is first used for direct institutional costs (fees). If a student withdraws before completing at least 60 percent of the term*, he or she may have to repay any "unearned" portion of the financial aid

received. (Unearned aid is calculated using the percentage of days in the term following the last date of attendance.) A financial aid student who withdraws on or before the 60 percent point in the term is eligible to receive a fee refund; however, the refund is applied to reduce the amount of unearned aid the student is required to repay. See examples below.

In these examples, the student received \$1,650 in federal grants and \$2,667.50 in subsidized Federal Stafford Loan. The following examples illustrate the amount the student would owe based on three different withdrawal dates (dollar amounts shown are approximate).

	Example 1	Example 2	Example 3
WITHDRAWAL ON	4th day of term	29th day of term	54th day of term
TOTAL federal aid disbursed:	\$4,317.50	\$4,317.50	\$4,317.50
Earned financial aid	-\$ 159.75	\$1,148.46	\$ 2,137.16
"Unearned" aid	\$4,157.75	\$3,169.04	\$2,180.34
Minus amount returned to lender by CSUF	-\$ 905.70	-\$ 690.33	\$ 474.95
Remaining unearned aid	\$3,252.05	\$2,478.71	\$1,705.39
STUDENT MUST REPAY THESE AMOUNTS: Reimbursement for loan funds returned by CSUF Plus repayment of unearned federal grant funds Total student owes to CSUF Minus fee refund (reduces balance student owes) Balance student owes to CSUF	+\$ 745.13 \$1,650.83	\$ 690.33 +\$ 250.77 \$ 941.10 -\$ 687.70 \$ 253.34	\$ 474.95 N/A \$ 474.95 \$ 472.32 \$ 2.63
In addition, student must repay unearned federal			
Stafford Loan per terms of promissory note	\$1,761.80	\$1,977.17	\$2,192.55
A HOLD IS PLACED ON CSUF SERVICES UNTIL STUDENT REPAYS THIS AMOUNT:	\$ 747.73	\$ 253.34	\$ 2.63

^{*}Students who withdraw after the 60 percent point in the term are considered to have "earned" all financial aid received.

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REGULATIONS

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University Regulations



REGULATIONS

Enrollment Regulations
Class Attendance
Initial Class Meeting
Instructor-Initiated Drops

INTRODUCTION

Each student is responsible for meeting the requirements printed in the university catalog and all published regulations of the university.

The university establishes certain academic policies and requirements that must be met before a degree is granted. These include major and unit requirements and prerequisites.

While advisers, directors, deans and faculty will provide a student with information and advice, responsibility for meeting these requirements rests with the student. Since failure to satisfy these requirements may result in the degree being withheld, it is important for each student to become thoroughly acquainted with all regulations. The catalog and the semester class schedule, available in the Titan Bookstore and online at www.fullerton.edu, are the best sources of information on current policy and regulations.

The student also has the responsibility for securing the consent of the instructor before enrolling in a course with prerequisites that the student has not completed.

To ensure receipt of timely information and accurate grade reports from the university, each student must keep the Office of Admissions and Records informed of changes in personal data, including changes in name, address and program of study. Enrollment corrections and changes must be reported to the Office of Admissions and Records by the 20th day of classes each semester, using TITAN Online. During the third and fourth week, a \$20 administrative late fee will be required to make such changes. Other corrections should be reported on forms provided by and returned to the Office of Admissions and Records.

ENROLLMENT REGULATIONS

Unit of Credit

Each semester unit represents three hours of university work per week for one semester. Courses are of three types:

Lecture: one hour in class plus two hours of study.

Activity: two hours of class plus one hour of study.

Laboratory: three hours of laboratory activity in class plus one hour of study outside class.

Some courses may combine two or more of these types. All required courses carry unit credit.

Class Levels

Undergraduate students who have completed 0-29 semester units of work are classified as freshmen, 30-59 semester units as sophomores, 60-89 semester units as juniors, and 90 or more as seniors.

Maximum Number of Units

Undergraduate students' requests to enroll for more than 19 units in the fall or spring semester must be approved by the student's adviser and the department chair of the major. If such requests are denied, appeals may be made to the appropriate college dean. (Undeclared majors must receive the approval of the director of academic advising services.) The minimum full-time program is 12 units.

Consistent with university policy for the fall and spring semesters, the following individual student enrollment limits are assigned for summer (YRO) sessions:

- No more than seven units in any five- or six-week session, or
- No more than nine units in an eight-week session, or
- No more than twelve units in a ten-week session, or
- No more than sixteen units in the entire summer (YRO) term

A student whose academic record justifies a study list in excess of the normal may request to be allowed to enroll for extra units. Request forms may be obtained from the Office of Admissions and Records. In general, only students with superior academic records are allowed to enroll for more than the maximum. In addition, the need to enroll for the extra study must be established. Factors such as time spent in employment or commuting, the nature of the academic program, extracurricular activities and the student's health should be considered in planning a study program.

The minimum and maximum units of a full-time program of study for graduate students are defined in the "Graduate Regulations" section of this catalog.

Graduate-Level Courses

Graduate-level (500) courses are organized primarily for graduate students. Undergraduate students may be permitted to enroll in a graduate-level course if:

- a. they have reached senior standing (completed a minimum of 90 semester units)
- b. have academic preparation and prerequisites required for entry into the course
- gain the consent of the instructor on the appropriate form available at the Admissions and Records Service Center

Students wishing to use 500-level course work taken during their undergraduate degree toward a master's degree should read the section on postgraduate credit in the "Graduate Regulations" section of this catalog.

CLASS ATTENDANCE

While class attendance is not recorded officially by the university, students are expected to attend all classes. The policy on class attendance is within the discretion of the individual faculty member and shall be included in the class syllabus distributed at the first class meeting of the semester.

Students who must miss class to represent the university or to participate in a university-sponsored activity must notify the class instructor in writing a minimum of two weeks in advance of the absence. Given prior notice, instructors are encouraged to allow students to make up class work, complete class work in advance of the class absence, or complete an alternative assignment without penalty. In case of a disagreement about whether an activity constitutes a university-sponsored activity, the appropriate administrator will make the determination.

INITIAL CLASS MEETING

It is especially important that students attend the first meeting of a class. Students absent from the first meeting must notify the instructor or departmental office of the absence no later than 24 hours after the class meeting in order to preserve their places in the class. Instructors may deny admission to the class to absentees who fail to contact the instructor or office, in order to admit persons on waiting lists.

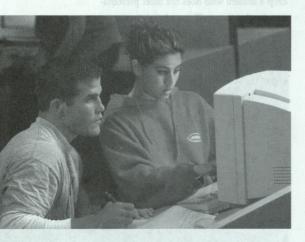
INSTRUCTOR-INITIATED DROPS

A student who registers for a class and whose name appears on the first-day-of-class list should attend all class meetings in the first week. If a student decides not to continue enrollment in a class, either before or after instruction begins, it is the student's responsibility to follow appropriate procedures for dropping the class; however, if a student is absent without notifying the instructor or departmental office within 24

hours after any meeting missed during the first week, the student may be dropped administratively by the instructor. Students should not assume that this will be done for them and should take the responsibility to ensure that they have been dropped by following the appropriate procedures for dropping classes.

An instructor may also administratively drop a student who does not meet prerequisites for the course. These administrative withdrawals shall be without penalty and must be filed by the instructor with the Office of Admissions and Records no later than the end of the second week of instruction (the specific date is published in the class schedule each semester).

Grading Policies



GRADING POLICIES

Student Records

Grading System

Administrative Symbols

GRADING SYSTEM

Every student of the university will have all course work evaluated and reported by the faculty using letter grades or administrative symbols.

The university uses a combination of traditional and nontraditional grading options as follows:

Traditional (Letter Grade Option)

Letter grades, defined as:

- A outstanding performance
- B above average performance
- C average performance
- D below average performance, though passing
- F failure

Nontraditional (Credit/No Credit Option)

CR (Credit) for satisfactory (equivalent to C or better in undergraduate courses; B or better in graduate courses) and NC (No Credit) for less than satisfactory work.

When, because of circumstances, a student does not complete a particular course, or withdraws, certain administrative symbols may be assigned by the faculty. Grades and symbols are listed in a chart on the following page together with grade point values. The chart also illustrates the academic bookkeeping involved for all grades and symbols used.

Selection of Grading Option

Selection of a grading option, with certain exceptions, is the responsibility of the student. Graduate students must use the letter grade option for courses that are on study plans leading to master's degrees. Undergraduates must use the letter grade option for major, minor and general education requirements.

Exceptions are those courses designated by the faculty to be graded solely on either a letter grade only or Credit/No Credit basis.

These courses will be so designated in the class schedule (and shall not be changed by the faculty after publication of the class schedule) for each semester and may be included in major, core or special program requirements.

Students shall inform the Office of Admissions and Records up to the end of the fourth week of classes regarding the selection of grading options in designated courses. If a student does not do so, the letter grade option will be used. A \$20 administrative late fee will be charged during the third and fourth weeks of classes to change grading options in a course. Students are not permitted to change grading options after the university census date except, by petition, changes from Credit/No Credit to letter grade, which will bring the student into compliance with major, minor and general education requirements.

The faculty shall grade all students using the traditional A, B, C, D or F grades except in Credit/No Credit (only) courses, and the Office of Admissions and Records shall make the necessary changes from A, B, C, D or F, converting A, B, C to Credit, and D and F to No Credit in undergraduate courses and A, B to Credit, and C, D and F to No Credit in graduate courses. In those courses offered only on a Credit/No Credit basis, the instructor shall assign grades of CR or NC or appropriate administrative symbols.

Nontraditional Grade Option

A nontraditional grading option is available to undergraduate students, nonobjective graduate students and to classified graduate students for courses not included in the approved study plan. Any student attempting a course using the nontraditional grading option must meet the prerequisites for that course. Each student shall be permitted to select courses in subjects outside of the major, minor and general education requirements for enrollment on a Credit/No Credit basis. The phrase "major requirements" shall be taken to include core plus concentration (or option) requirements in departments using such terms, and professional course requirements in teacher education curricula.

A student in any one term may take one course under the Credit/No Credit option. In addition, he or she may enroll in a required course offered only under Credit/No Credit; however, a maximum of 36 units of Credit/No Credit courses, including those transferred from other institutions, may be counted toward the baccalaureate.

Under the Credit/No Credit option, the term "Credit" signifies that the student's academic performance was such that he or she was awarded full credit in undergraduate courses with a quality level of achievement equivalent to a C grade or better, unless the catalog course description states otherwise. In all graduate level and professional education courses, Credit signifies academic performance equivalent to B or A grades. No Credit signifies that the student attempted the course but that the performance did not warrant credit toward the objective.

Ordinarily, a student shall be limited to one non-major course per term using this option, exclusive of courses offered only on a Credit/No Credit basis.

When an undergraduate student changes his or her major field of study to one where he or she has completed courses with CR grades, such lower-division courses shall be included in major requirements. Upper-division courses may be included at the option of the department upon petition by the student.

Grade or Symbol GPA	Units	Point	Full
Traditional Units	Earned	Value	Credit
AYes	Yes	children 4	Yes
BYes	Yes	3	Yes
CYes	Yes	2	Yes
DYes	Yes	1	No
FYes	No	0	No
Nontraditional			
CR	Yes	None	Yes
NC 18 W beginning and flate synds bed * seb	No	None	No
Administrative Symbols			
I (Incomplete Authorized)	No		
IC (Incomplete Charged)Yes	No	0	No
U (Unauthorized Incomplete)†††Yes	No	0	No
W (Withdrawal)No	No	None	No
WF (Withdrawal) ††Yes	No	eve into o oberg	No
WU (Withdrawal Unauthorized)Yes	No	.no o momo	No
AU (Audit)No	No	None	No
SP (Satisfactory Progress) †††No	No	None	No
RD (Report Delayed)No	No	None	No
RP (Report in Progress)No	No	None	No
TotalsUsed	Counted	Used	
Courses and was been short board in	In	Toward	
GPA	Objective	GPA	

*Credit/No Credit course units are not included in GPA computations.
†If not completed within one year, I will be changed to an IC (or NC).

††Effective fall 1991, this symbol is no longer assigned.

†††Effective fall 2002, this symbol is no longer assigned

ADVISORY CAUTION: Undergraduate students who plan to pursue graduate or professional studies later are advised to be selective in opting for courses on a Credit/No Credit basis. As a general rule (advisory only), course work that is preparatory or prerequisite to advanced specialized study should be completed and evaluated on a letter grade basis and not Credit/No Credit.

ADMINISTRATIVE SYMBOLS

Incomplete Authorized (I)

The symbol I signifies that a portion of required course work has not been completed and evaluated in the prescribed time period owing to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete must be made up within one year immediately following the end of the term in which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an Incomplete being changed to an IC or an NC.

A grade of Incomplete may be given only when, in the opinion of the instructor, a student cannot complete a course during the semester of enrollment for reasons beyond the student's control.

Such reasons are assumed to include: illness of the student or of members of the student's immediate family, extraordinary financial problems, loss of outside position and other exigencies. In assigning a grade of I, the instructor shall file with the department for future reference and student access a Statement of Requirements for Completion of Course Work. The requirements shall not include retaking the course. The instructor will also designate a time limit (up to one year) for completing requirements.

Upon request, a copy of the document will be furnished to the student. The student should review this statement at the earliest opportunity.

The statement of requirements will include an indication of the quality of the students work to date. This not only provides an interim evaluation for the student but

assists the department chair in assigning a final grade in those instances where the instructor is no longer available.

When the specific requirements are completed, the instructor will report a change of grade. The responsibility for changing the incomplete grade rests with the instructor.

Incomplete Charged (IC)

The IC symbol may be used when a student who received an authorized incomplete (I) has not completed the required course work within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and progress point computation.

Withdrawal (W)

Students may withdraw from class during the first two weeks of instruction without record of enrollment. After that time, students should complete all courses in which they are enrolled.

The university authorizes withdrawal after the first two weeks of instruction and prior to the last three weeks of instruction only with the approval of the instructor and the department chair (and, in some cases, the college associate dean). All requests for permission to withdraw during this period and all approvals shall be made in writing on the Withdrawal Request form and the Change of Program form and shall be filed at the Office of Admissions and Records by students or their proxies.

Authorization to withdraw after the second week of instruction shall be granted for only the most serious reasons i.e., a physical, medical, emotional or other condition that has the effect of limiting the student's full participation in the class. Such reasons must be documented by the student. Poor academic performance is not evidence of a serious reason for withdrawal. Signatures of the instructor and department chair are required for each course. In some departments, the signature of the associate dean is also required. Withdrawal from a class is signified by a grade of "W." Such grades are not included in grade point average calculations.

Students may not withdraw during the final three weeks of instruction except in cases, appropriately documented, such as accident or serious illness, where the assignment of an Incomplete is not practicable.

Ordinarily, withdrawals of this nature will involve withdrawal from all classes except that Credit or Incomplete Authorized (I) may be assigned for courses in which students have completed sufficient work to permit an evaluation to be made. Requests for permission to withdraw from all classes under these circumstances, with authorizations as described above, shall be submitted with Change of Program forms by the students (or their proxies) to the Office of Admissions and Records.

Withdrawal Unauthorized (WU)

The symbol WU indicates that an enrolled student did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average computations, this symbol is equivalent to an F.

Students may petition for retroactive with-drawal from individual courses or from an entire semester, provided they can document both the serious and compelling reasons or circumstances that required the withdrawal and the date of such withdrawal. Such a petition must be filed within 30 days after the first class day of the following semester.

ADVISORY NOTE: Students who unofficially withdraw and who are receiving financial aid or benefits which are dependent on completion of specified course units are advised that they may have such benefits suspended and may be subject to repayment of allowances received after date of unofficial withdrawal.

Audit (AU)

The symbol AU is used by the Office of Admissions and Records in those instances where a student has enrolled in a course either for information or other purposes not related to the student's formal academic objective. Enrollment as an auditor is subject to the permission of the instructor, provided that enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fees as credit students and regular class attendance is expected. An auditor may not change to

credit status and a student who is enrolled for credit may not change to audit after the fourth week of instruction. An auditor is not permitted to take examinations in the course; therefore, there is no basis for evaluation nor a formal grade report.

Report in Progress (RP)

The RP symbol is used in connection with thesis, project or similar courses that extend beyond one academic term. It indicates that work is in progress, and has been evaluated and found to be satisfactory to date, but that assignment of a final grade must await completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. Work is to be completed within a stipulated period which may not exceed one year except for graduate degree theses or projects for which the time may be longer, but may not exceed the overall limit for completion of all master's degree requirements.

Report Delayed (RD)

The RD symbol is used where a delay in the reporting of a final grade is due to circumstances beyond the control of the student. The symbol is assigned by the Office of Admissions and Records and will be replaced as soon as possible. An RD shall not be included in calculation of a grade point average.

STUDENT RECORDS

Grade Reports to Students

A report of the final grades assigned in classes is available to each student at the end of each semester. Many students leave self-addressed post cards for instructors of specific courses to send them earlier reports. Grades are available at the end of each term by telephone, through several kiosks located on the campus, and through the TITAN Online feature of the Cal State Fullerton website.

Class Grade Point Averages

Beginning with the fall semester 1978, information is included on student grade reports and permanent academic records that is intended to depict the level of achievement of students in relation to other students in a particular class. The class size and grade point average information is displayed for each graded course. The first set of figures

indicates the number of students officially completing the course and the second set is the class grade point average. In making the computations, marks of W, I, CR, NC and RP are excluded. This same information is displayed for summer session and intersession classes, but not for extension classes sponsored by the Office of Extended Education.

Examinations

Final examinations, if required by the instructor, will be given at times scheduled by the university. Once established, the final examination schedule may not be changed unless approved by the dean of the college. No makeup final examination will be given except for reason of illness or other verified emergencies.

Credit by Examination (Challenge Examinations)

Students may be granted credit toward the baccalaureate and to meet curriculum requirements in certain designated courses by the satisfactory completion of challenge examinations in the courses. The examinations are to be comprehensive and administered by the sponsoring departments. Well in advance of the semester in which a challenge examination is to be administered, the student, using the appropriate university form, will secure written approval of his or her major adviser and the chair of the department in which the course is offered. In general, prior work or academic experience will be required.

Courses to be offered as challenge examinations will be determined by the academic departments. Matriculated students may either enroll in these courses during registration or add them during the first three weeks of the semester. The examination must be administered not later than the end of the third week of instruction.

Upon successful completion of the examination, the instructor will report the grade of CR. Students who fail the challenge examination may elect to continue the course for credit or may officially withdraw from the course through the normal class withdrawal procedure. The challenge examination for any course may be administered only once.

A maximum of 30 credits can be earned by challenge examination, including those earned by advanced placement. Credit by examination may not be used to fulfill the minimum residence requirements.

Grade point Averages

The numerical grade point values in the grading system chart are intended to give an exact determination of a student's scholastic standing. To compute the grade point average for course work at Fullerton, the grade point value of each grade, with the exception noted in the "Repetition of Courses" section, is multiplied first by the unit value of each course to obtain a total of all grade points earned. The total is then divided by the total units attempted in all courses in which grades of A, B, C, D, F, WU and WF were received. The resulting figure is the grade point average.

Repetition of Courses

Undergraduate students may repeat courses at California State University, Fullerton for which D or failing grades were earned either at Cal State Fullerton or at other institutions; in repeating such courses, the traditional grading system shall be used. In computing the grade point average of a student who repeats courses in which he or she received D or failing grades, only the most recently earned grades and grade points shall be used for the first 16 units repeated. Nevertheless, the original grade on the academic record shall not be changed or eradicated. Persons who plan to seek professional school admission, e.g., law, medicine should note that all grades may be calculated for admission regardless of local application of the CSUF repetition of course policy.

In exercising this option, an undergraduate student must repeat the course at Cal State Fullerton and may request application of this policy when a course has been repeated. This should be accomplished using the appropriate form, immediately following the term in which the course has been completed, so that the student's grade point average can be revised.

This policy may also be applied to courses in which WU, U or WF grades were assigned, as a means of eliminating such marks from grade point average computations.

In the case of any repetition beyond the 16-unit limit or in courses for which a C or better grade was awarded, both grades are considered in computing grade point averages. Successful repetition of a course originally passed carries no additional unit credit toward a degree or credential except for certain courses such as independent study, practicum, or other courses specified in this catalog as "may be repeated for credit."

Students transferring from other colleges where courses were taken and repeated may be eligible for consideration under this policy. In general, the policy of the college where the course was repeated shall be followed; however, units for the courses taken and repeated at the transfer institution are included in the 16-unit limitation.

Subject to the following restrictions, if a graduate or post-baccalaureate student (excluding students with a second bachelor's degree objective) repeats courses for which a grade of WU (withdrawal unauthorized) was received, only the most recently earned grade(s) and grade points shall be used in computing the grade point average; however, the original WU grade(s) will remain on the permanent record. This policy may be applied only to grades earned during the first semester in which WU grades are received. Repeated courses must be taken at Cal State Fullerton using the traditional grading system. Students who have successfully repeated WU-graded courses must notify the Admissions and Records office using the appropriate form if they wish adjustment to their grade point averages.

Grade Changes

The university recognizes the long-standing prerogatives of faculty to set standards of performance and to apply them to individual students. The university will seek to correct injustices to students but at the same time believes that the instructor's judgment at the time the original grade is assigned is better than a later reconsideration of an individual case. Equity to all students is of fundamental concern. The following policies apply to changes of grades except for changes of Incomplete Authorized and Withdrawal Unauthorized symbols.

- In general, all course grades are final when filed by the instructor in the endof-term course grade report. Each student is notified by mail of the grades earned during the term, and these grades become a part of the official record.
- 2. A change of grade may occur only in cases of clerical error, administrative error, or where the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. A clerical error is an error made by the instructor or an assistant in calculating or recording the grade.

- A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified course requirements.
- 3. A request for a change of grade shall be initiated by the student affected and shall be directed to the instructor within 60 calendar days of the first day of classes of the regular semester following the award of the original grade. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of Admissions and Records. These forms are available in department offices and are not to be handled by students. If the instructor determines that there is not a valid basis for the change and denies the student's request, the instructor's decision is final. The student may file a petition with the Academic Appeals Board on the basis of unfair or prejudicial treatment by the instructor. (See "Academic Appeals" in the "Student Affairs" section of this catalog)
- 4. The Change of Grade form completed and signed by the instructor, noting the basis for the change, shall not be accepted by the Office of Admissions and Records unless approved separately by the department chair and college dean.
- 5. If a request for change of grade is initiated after 60 calendar days into the following semester, it will be approved only in extraordinary circumstances. An explanation of such circumstances must accompany the request and must be approved separately by the instructor, department chair and the dean before acceptance by the Office of Admissions and Records.
- In extraordinary circumstances, the University Records Office may refer requests for grade changes to the Office of the Associate Vice President for Academic Programs.

Academic Dishonesty

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill which he or she does not possess.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent or unauthorized means. Examples of cheating include, but are not limited to: using notes or aids or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor.

Plagiarism is defined as the act of taking the specific substance of another and offering it as one's own without giving credit to the source. When sources are used, acknowledgment of the original author or source must be made following standard scholarly practice.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor who believes that an act of academic dishonesty has occurred is obligated to discuss the matter with the student involved. The instructor should possess reasonable evidence, such as documents or personal observation. However, if circumstances prevent consultation with the student, the instructor may take whatever action, subject to student appeal, the instructor deems appropriate.

An instructor who is convinced by the evidence that a student is guilty of academic dishonesty shall:

1. Assign an appropriate academic penalty. This may range from an oral reprimand to an F in the course. To the extent that the faculty member considers the academic dishonesty to manifest the student's lack of scholarship and to reflect on the student's academic performance and academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are an oral reprimand in cases where there is reasonable doubt that the student knew that his or her action constituted academic dishonesty; an F on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances, or an F in the course where the dishonesty was premeditated or planned.

2. Report to the student involved, to the department chair, and to the vice president for student affairs the alleged incident of academic dishonesty, including relevant documentation, and make recommendations for action that he or she deems appropriate.

The vice president for student affairs shall maintain an academic dishonesty file of all cases of academic dishonesty with the appropriate documentation. Students shall be informed when their names are inserted into the file and provided with copies of any appeals or disciplinary procedures in which they may become involved. The vice president for student affairs or his or her designees may initiate disciplinary proceedings under Title 5, California Code of Regulations, Section 41301, and Chancellor's Executive Order 148; when two or more incidents involving the same student occur, he or she shall do so. Opportunities for appeal regarding sanctions resulting from disciplinary proceedings are provided by Executive Order

A student may appeal any action taken on a charge of academic dishonesty under the University Policy Statement 300.030, "Academic Appeals." See "Academic Appeals" in the "Student Affairs" section of this catalog.

Academic Renewal

In 1974, the Board of Trustees of the California State University adopted an academic renewal policy that became part of Executive Order No. 213 issued by the Chancellor's Office. The Board of Trustees made it clear at the time Executive Order 213 was approved that the purpose of this policy was not to raise grade point averages, but to ensure that able students were not required to stay on after completion of all course requirements simply to remove a deficiency.

The university may disregard up to two semesters or three quarters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate when a student meets the mandatory condition that "there is every evidence that the student would find it necessary to complete additional units and enroll for one or more additional terms in order to qualify for the baccalaureate if the request were not approved."

Final determination that one or more terms shall be disregarded in the determination of eligibility for graduation shall be based upon a careful review of evidence by the Review Committee for Academic Renewal and shall be made only when the mandatory condition stated above is met and when:

- Five years have elapsed since the most recent work to be disregarded was completed;
- The student has requested the action formally and has presented evidence that
 work completed in the terms under consideration is substandard and not representative of present scholastic ability and
 level of performance;
- The level of performance represented by the terms under consideration was due to extenuating circumstances;
- 4. The student has completed at Cal State Fullerton, since the most recent work to be disregarded was completed, 15 semester units with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 GPA, or 45 semester units with at least a 2.0 GPA. Work completed at another institution cannot be used to satisfy this requirement.

When such action is taken, the student's permanent academic record shall be annotated so that it is readily evident to all users of the record that no work taken during the disregarded terms, even if satisfactory, may apply towards the meeting of baccalaureate requirements. All work must remain legible on the record ensuring a true and complete academic history.

This policy is **not** intended to merely allow students a means by which they may improve their overall grade point averages for graduation with honors, admission to graduate and professional schools or to meet eligibility criteria for other awards, employment or acceptance into military and other programs.

Transcripts

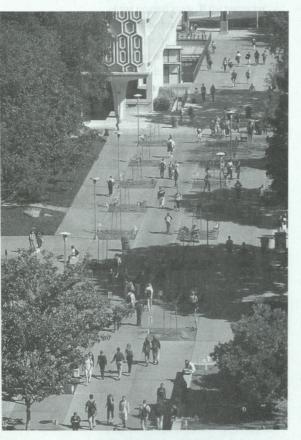
Official transcripts of courses taken at the university are issued only with the written permission of the student concerned. Partial transcripts are not issued. A fee of \$4 for each transcript must be received before the transcript can be released.

Normally, transcripts are available within three working days, except at the end of the semester when the student should allow about 10 days after the last day of the semester.

Transcripts from other institutions, which have been presented for admission or evaluation, become a part of the student's permanent academic file and are **not** returned or copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned.

Continuous
Regulations

Continuous Residency Regulations



CONTINUOUS RESIDENCY REGULATIONS

Good Standing

Choice of Requirements

Stop-Out Policy

Leave of Absence

Withdrawal from the University

Retention, Probation and Disqualification

Student Conduct

Parking on Campus

University Police

Debts Owed to the University

Student Rights

Privacy Right of Students in Education Records

Use of Social Security Number

GOOD STANDING

Good standing indicates that a student is eligible to continue and is free from financial obligation to the university. A student under academic disqualification, disciplinary suspension or disciplinary expulsion is not eligible to receive a statement of good standing on transcripts issued by the university or on other documents.

CHOICE OF REQUIREMENTS

A student remaining in continuous attendance in regular sessions and continuing in the same curriculum at any campus of the California community colleges or in any combination of California community colleges and campuses of The California State University may, for purposes of meeting graduation requirements, elect to meet the graduation requirements of such campuses from which he or she will graduate in effect either at the time of entering the curriculum or at the time of graduation therefrom, except that substitutions for discontinued courses may be authorized or required by the proper university authorities.

STOP-OUT POLICY

With certain exceptions, undergraduate students may be absent for one semester and maintain their continuing student status. This includes election of curriculum requirements for graduation and eligibility to register for the next semester. The exceptions are as follows:

Disqualified Students - Students who are disqualified at the end of a semester and have not been reinstated will not receive registration materials; they must apply for readmission, and if admitted, may be subject to new curricula requirements.

Foreign-Visa Students - Students with foreign visas are required to maintain continuous enrollment. The stop-out policy is not applicable to "visa" students.

Students absent for more than one semester must apply for readmission should they wish to return to Fullerton. Election of catalog requirements will not be jeopardized for certain students. Students should consult an evaluator in the Office of Admissions and Records.

LEAVE OF ABSENCE

A leave of absence may be granted based on certain documented extenuating circumstances (e.g., illness or disability, active duty in the armed forces of the U.S.) and normally is granted for not more than one year. Undergraduate and postbaccalaureate unclassified graduate students qualify for a leave if they have completed at least one semester in residence at Cal State Fullerton and are in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center.

Such an approved leave of absence authorizes the student to return without reapplying to the university and continue under the catalog requirements that applied to the enrollment prior to the absence.

Undergraduate and graduate students on approved leaves of one year (two academic semesters) or less are eligible to register for the semester immediately following the end of the leave and will be mailed registration materials automatically.

The leave of absence policy for conditionally classified and classified graduate students and credential students is defined in the "Graduate Regulations" section of this catalog.

WITHDRAWAL FROM THE UNIVERSITY

Students who find it necessary to withdraw from Cal State Fullerton after enrolling for any academic term are required to follow the official withdrawal procedures. Failure to follow formal withdrawal procedures defined in class schedule for that semester may result in the assignment

of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on withdrawal procedures is available from the Admissions and Records Service Center; P.O. Box 6900, Fullerton, CA, 92384-6900, (714) 278-7601.

Students who are receiving financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding required return or repayment of grant or loan assistance received for that academic term. If a recipient of financial assistance under federal Title IV financial aid programs withdraws from the institution during a payment period, the amount of grant or loan assistance received is subject to return and repayment provisions governed by federal law.

See the "Refund of Fees" section in this catalog for possible refunds. No student may withdraw after the date shown on the university calendar as the last day of instruction.

RETENTION, PROBATION AND DISQUALIFICATION

For purposes of determining a student's ability to remain in the university, both quality of performance and progress towards the educational objective will be considered.

Academic Probation

An undergraduate student shall be placed on academic probation if in any semester the cumulative grade point average or the grade point average at Fullerton falls below 2.0 (grade of C on a four-point scale). The student shall be advised of probation status promptly and, except in unusual instances, before the start of the next consecutive enrollment period.

An undergraduate student shall be removed from academic probation and restored to clear standing upon achieving a cumulative grade point average of 2.0 in all academic work attempted, in all such work attempted at Fullerton, and is making satisfactory progress towards his or her educational objective.

A postbaccalaureate student (credential, unclassified, or undeclared status; but not second baccalaureate degree students) shall be subject to academic probation if, after attempting 12 or more graded units, his or her postbaccalaureate cumulative grade point average for units attempted at California State

University, Fullerton falls below a 2.50 average. The GPA will determine whether a student is subject to probation only when the student has attempted 12 semester units of graded course work.

A graduate student enrolled in a graduate degree program in either conditionally classified or classified standing shall be subject to academic probation if he or she fails to maintain a cumulative grade point average of at least 3.0 (grade of B on a four-point scale) in all units attempted.

Academic Disqualification

An undergraduate student on academic probation shall be subject to academic disqualification if:

- 1. As a freshman (fewer than 30 semester hours of college work completed), the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at this institution; or
- As a sophomore (30 through 59.9 semester units of college work completed), the student falls below a grade point average of 1.70 in all college units attempted or in all units attempted at this institution;
- As a junior (60 to 89.9 semester units of college work completed), the student falls below a grade point average of 1.85 in all college units attempted or in all units attempted at this institution; or
- 4. As a senior (90 or more semester units of college work completed), the student falls below a grade point average of 1.95 in all college units attempted or in all units attempted at this institution.

A graduate student enrolled in a graduate degree program shall be subject to disqualification if, while on probation, a sufficient grade point average is not achieved to remove probationary status. Disqualification may be either from further registration in a particular program or from further enrollment in the university, as determined by appropriate campus authority.

A postbaccalaureate student who is on probation shall be subject to disqualification if he or she fails to maintain at least a 2.50 cumulative grade point average after attempting 12 units of graded course work (not including CR/NC) at California State University, Fullerton, in postbaccalaureate status. Disqualification may be either from

further registration as a postbaccalaureate, credential or certificate program student or from further enrollment at California State University, Fullerton, as determined by the vice president for academic affairs or designee.

STUDENT CONDUCT

Students are expected to make themselves aware of and abide by the university community's standards of behavior as articulated in this section, the Student Handbook, and other regulations of the university. Students accept the rights and responsibilities of membership in the CSUF community when they are admitted to the university. At the university, as elsewhere, ignorance of the standards is not an acceptable justification for violating community standards.

Because the functions of a university depend in honesty and integrity among members, the university expects from its students a higher standard of conduct than the minimum required to avoid disciplinary action.

Activities of students may result in violation of law, and students who violate the law may incur penalties prescribed by civil authorities. However, the university reserves the right to review such incidents independent of action by civil authorities, recognizing that the university's authority and its disciplinary process serve its educational mission and interest, a function separate from action by civil authorities.

The Trustees of the California State University are authorized by the Education Code to establish student disciplinary procedures. The president of California State University, Fullerton has designated the associate dean of students, judicial affairs, as the university's coordinator of university student discipline. The coordinator is responsible for administering the student discipline system and implementing the following procedures as mandated in Executive Order No. 628, Student Disciplinary Procedures for The California State University (Student Hand-book) and CSUF President's Directive Number Nine: Regarding the Use of Attorneys in Student Disciplinary Proceedings.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations.

These sections are as follows:

- 41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus-related:
- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of the campus.
- (d) Obstruction or disruption, on or off campus property, of the campus educational process, administrative process or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- Engaging in lewd, indecent or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.

- (1) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
- (m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
- (n) For purposes of this Article, the following terms are defined:
 - (1) The term "member of the campus community" is defined as meaning California State University trustees, academic, non-academic and administrative personnel, students and other persons while such other persons are on campus property or at a campus function.
 - (2) The term "campus property" includes:
 - (A) Real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
 - (B) All campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 - (3) The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
 - (4) The term "behavior" includes conduct and expression.
 - (5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of

- the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
- (o) This Section is not adopted pursuant to Education Code Section 89031.
- (p) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.
- 41302. Disposition of Fees: Campus Emergency; Interim Suspension. The president of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.
- During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.
- The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the

hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission. Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he or she enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for The California State University. The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground for discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters: conduct-related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a hearing officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The chancellor shall report to the Board actions taken under this section.

University Alcohol and Drug Policies

California State University, Fullerton has specific policies related to the use of alcohol and other drugs, including President's Directive Number One: University Policy Regarding the Possession, Manufacturing, Sale, Furnishing Without Charge, and Consumption of Alcoholic Beverages and Other Drugs in a University Workplace or Residence Facility. The full text of this policy can be found in the Student Handbook or online at http://www.fullerton.edu/presdir/.

PARKING ON CAMPUS

Semester parking permits or daily permits are required 7 a.m. to 10 p.m., Monday through Thursdays and 7 a.m. to 5 p.m., Fridays. These same times also apply to all 30-minute zones (green curbs).

Red curbs/fire lanes, disabled person stalls, service/maintenance stalls, state vehicle-only stalls, loading zones (white and yellow curbs), and all other vehicle violations are enforced 24 hours a day.

Semester parking permits are honored in the following student lots: A, B, C, E, G, S, Spectrum Club and the El Toro Branch Campus student spaces. Daily permits are only honored in student lots A, G, Spectrum Club, and the El Toro Campus student spaces. Daily permits are valid in all other student lots (B, C, E, and S) after 4 p.m., semester student permits and daily permits are also honored in faculty/staff lots D, E-West, I, and College Park faculty/staff area after 6 p.m. Lots F, H and K are designated for faculty/staff parking only. Semester parking permits or daily permits are required during intersession and summer session. Parking tickets are issued the first day of classes for all vehicles not displaying a current parking permit.

Semester parking permits are available at www.fullerton.edu/titanonline under Student Fees, make a Payment. A student semester parking permit is \$99 though spring 2004; effective fall 2004, the cost will be \$144. Permits also may be purchased via mail or in person at Student Financial Services, University Hall 180. Permits are not transferable and are valid only when purchased from Student Financial Services. Vehicles displaying a lost or stolen permit will be cited.

The cost of a daily permit is \$3.00 through spring 2004; effective fall 2004, the cost will be \$5. Daily permits may be purchased in Lots A and G during all hours that permits are required. After 4 p.m. a daily permit can be purchased in lots B and E. After 6 p.m., a daily permit can be purchased in lot D. Daily permits purchased from any open permit machine are valid in Lots A and G all day. After 4 p.m., the daily permits are valid in all student lots. It is a violation to stop, stand or wait in parking lot aisles for parking space. Violators will be cited.

Motorcycle decals are required for all motorcycles and mopeds and may be purchased only from Student Financial Services. Motorcycles must park in designated motorcycle areas of permit lots. Mopeds may be parked in designated motorcycle areas.

Disabled students and faculty/staff are required to display their disabled California placard or license, as well as a valid CSU Fullerton parking permit. They must also purchase a regular semester permit, pay the above noted parking fee, and display the permit in their vehicle.

Parking fees and regulations are subject to change without formal notice. See Parking and Transportation Services website at http://parking.fullerton.edu for updated information.

Construction on a 2,500-space parking structure in lots D and C will start spring 2003. Visit the website for details.

UNIVERSITY POLICE

Building T-1200 Business - (714) 278-2515 Campus Emergency - dial 911 or extension 3333

The University Police is a full service police department serving Cal State Fullerton and the El Toro Campus in Irvine. The Department is made up of the following units:

- Police Administration
- Patrol Operations
- Investigations
- Crime Prevention
- Lost & Found
- Campus Motor Pool and Key Pickup
- Livescan Fingerprinting Service

All sections of the department provide a wide range of services, both traditional and nontraditional. In addition, all CSUF police officers are sworn police officers that are graduates of State accredited Police Academies. We investigate all crimes on campus and strictly enforce Penal Code and Vehicle Code violations. Our department has a very close working relationship with all surrounding police departments, and we are contacted when any major crime occurs off campus at any student organization. Our common goal is to assure that our campus is a safe place to study, teach, work, reside and visit.

Crimes on Campus

The majority of crimes on and around the campus are crimes of opportunity. They primarily include property thefts, such as bicycles, backpacks and books; thefts from vehicles and auto thefts. Personal assaults occasionally occur, but are uncommon on Cal State.

Alcohol and drug use is a societal problem, and therefore, Cal State Fullerton is no exception. Although these problems do occur on campus, they are experienced on a much smaller scale. Alcoholic beverages may be consumed by those over (21) years of age at the campus Pub, at designated sporting events, at special events authorized by the President and inside campus housing rooms for legal age residents and guests. All state and Federal drug laws are strictly enforced and violators will be prosecuted to the fullest. The University Police offers substance abuse education programs, and works closely with counselors at the Student Health Services

Crime prevention awareness is a major factor in reducing these types of crimes. We encourage members of our campus community to act responsibly by securing your property and reporting suspicious activities immediately to the University Police.

Crime Prevention Programs

Crime prevention is citizen awareness and participation. It is a willingness to look out for one another, to report suspicious activities immediately to the University Police Department and to become involved in the safety and security of the campus.

Operation Identification (or Operation ID) is a citizen's burglary prevention/property identification program for use in homes and residence halls. It involves the marking of property with an identifying number as a means of burglary and theft prevention. This ID number also helps law enforcement agencies identify your property should it become lost or stolen and assists us in apprehending those individuals found in possession of stolen property. Mark your valuables by inscribing your driver's license number or State Identification card number in a location that can readily be seen by an inspecting police officer. An engraver can be checked out from the University Police Department.

In addition to this program, the University Police Department, in conjunction with the Women's/Adult Reentry Center, provides presentations on personal safety and rape awareness several times throughout the school year.

Each school year brings with it some different and unique crime problems. When these incidents occur, the University Police Department circulates flyers and runs articles in the *Daily Titan* newspaper to advise the community and create an awareness of any problems. Neighborhood (dorm) Watch also is an ongoing program at residence housing, which includes regular meetings with residence advisers and distribution of flyers or posters to communicate crime or other safety issues that may be of interest to the residents.

How to Contact Us

The California State University, Fullerton Police Department is located at the corner of State College Blvd. and Gymnasium Drive. The Police Department is open 24 hours a day, seven days a week, including holidays. The campus is never without police protection, including both uniform police officers and plain-clothes detectives.

Suspicious Activities

Many criminals escape detection and arrest because a citizen will observe suspicious persons or possible criminal activities and fail to report them. Members of the campus community can help by becoming aware of their surroundings and developing a perception of what seems out of place or out of the ordinary. It may be something as simple as a door-to-door salesperson attempting to solicit at the residence halls, a vehicle parked in an unusual location late at night, or someone just hanging around. What one reports may be an innocent activity. However, it could also be serious criminal activity about to happen or actually occurring. Report suspicious activities immediately the University Police Department. We want you to call, and we don't mind if the incident doesn't turn out to be a crime in progress. Only if you call, can we respond and suppress potential criminal activity

How to Summon Assistance

Emergency assistance on campus may be obtained by dialing 911 from any office or Campus phone, or 911 from any residence or pay phone. Dialing these numbers connects the caller immediately with the University Police Department, which will respond with whatever assistance is needed

(i.e., paramedics, ambulance, the fire department, first-aid or police assistance).

If you are outside on the campus grounds when an emergency occurs and a telephone is not available, you may use one of the numerous emergency telephones located throughout the campus. The emergency telephones are identifiable as blue speaker telephone light towers, with blue lights atop, that are wired directly to the University Police Department for immediate response.

Annual Campus Security Report

Under the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the university annually collects and reports information about campus crime and sets forth its security policies. This report is available for review on the Web at police.fullerton.edu/annualsecurityreport.htm. Printed copies of this report are also available upon request at the university's Department of Public Safety (T-1200).

DEBTS OWED TO THE UNIVERSITY

Should a student or former student fail to pay a debt owed to the university, the university may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (per Sections 42380 and 42381 of Title 5, California Code of Regulations). For example, the university may withhold permission to send or receive official transcripts of grades for any person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should consult with Student Financial Services. The student may submit pertinent information to support his or her appeal of the unpaid debt. Student Financial Services will consider the student's appeal, upon consultation with other offices or departments if necessary. The student will be advised by Student Financial Services of its decision regarding payment of the debt.

STUDENT RIGHTS

Nondiscrimination Policy

The California State University does not discriminate on the basis of race, color, national origin, sex, religion, sexual orientation, marital status, pregnancy, age, disability or covered veteran's status in the educational programs or activities it conducts. Such programs and activities include but are not limited to admission of students, employment and intercollegiate athletics. Discrimination is prohibited by Title VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, as amended, and Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, including all subsequent amendments and the administrative regulations adopted thereunder by the Department of Education.

Inquiries concerning compliance with these Acts and implementing regulations should be addressed to:

Rosamaria Gomez-Amaro
Director, Diversity and Equity Programs,
CSUF
College Park 700

(714) 278-3951 www.fullerton.edu/diversity

Paul K. Miller Director, Disabled Student Services/ Student Athletic Assistance, CSUF University Hall 101 (714) 278-3117

U.S. Office for Civil Rights
Regional Director, Region 9
San Francisco Office
Old Federal Building, 09-8010
50 United Nations Plaza, Room 239
San Francisco, CA 94102-4102
(415) 556-4275, fax (415) 437-7783;
TDD (415) 437-7786
Email: OCR_SanFrancisco@ed.gov

Sexual Harassment

It is the policy of California State
University, Fullerton and the California State
University to maintain a working and learning environment free from sexual harassment
of its students, employees and those who
apply for student or employee status. Sexual
harassment is illegal under Title VII of the
Civil Rights Act of 1962, Title IX of the
Higher Education Amendments of 1972, and

the California Education Code 89535.

Executive Order 345 Prohibition of Sexual Harassment also prohibits sexual harassment within the California State University system. The university will not tolerate sexual harassment and will take action to eliminate such behavior. Information concerning campus sexual harassment policies and procedures can be obtained from the Office of Diversity and Equity Programs, College Park 700, (714) 278-3951 or www.Fullerton.edu/diversity.

Right of Petition

Students may petition for review of certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations, when they are contained in Title 5, California Code of Regulations, are not subject to petition.

Petition forms are available in the Office of Admissions and Records. The University Petitions Committee will take action on the petition based on recommendations provided by appropriate officers and the student will be notified of the decision. Results of the action will be placed in the student's file in the Office of Admissions and Records.

The petitions committee members shall consist of the associate dean of each college, or designee, the university registrar, an academic programs representative, the director of academic advising services, one faculty member of the University General Education Committee, and the associate registrar, who will serve as the secretary.

Right of Nonparticipation

Certain university activities either within or outside of the classroom may involve varying degrees of risk to the participants. It is university policy that the instructor directing such activities fully divulge to all potential participants the specific nature of such risks and obtain from them their expressed or implied consent prior to undertaking activities.

The student who at any time comes to believe that the risks, whether physical or psychological, are excessive has the responsibility to withdraw from participation at the time and to inquire of the instructor if there are alternative means of fulfilling the requirements without penalty. If there are none, the student may petition for withdrawal from the course without penalty or appeal for an appropriate modification of the activity. The

appeal may be made either to the chair of the department concerned, or to the chair of the Institutional Review Board, or both.

Right of Academic Appeal

Please see "Academic Appeals" in the "Student Affairs" section of this catalog.

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. They are:

- The right to inspect and review their education records.
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading or otherwise in violation of their privacy or other rights.
- 3. The right to consent to disclosures of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosures without consent to "school officials" with "legitimate educational interests." "School officials" include university employees (including law enforcement unit and health personnel); agents of the university (such as an attorney or collection agent); or individuals, including students, serving on official committees or assisting a school official perform his/her tasks. A school official has a "legitimate educational interest" if the official needs to review an educational record to fulfill his/her professional responsibility. Upon request, the university discloses education records without consent to officials of another school in which a student seeks to enroll. California State University, Fullerton has designated as "Directory" information a student's name, date and place of birth, permanent and local address, university-recognized e-mail address(es), telephone number, class level, enrollment status, major, minor, dates of attendance, degrees and rewards received, previous educational institutions attended, past and present participation in recognized activities, and weight and height if an athletic team member. Unless

restricted by the student, the campus may release Directory information at any time to any requesting party, including the military and for the development of the university-affiliated marketing programs. Students may choose to lift the release of their Directory information in one four ways:

- (A) Permit release of all directory information for any purpose. No further action by the student is required.
- (B) Permit release of only "Verification" information. This sub-category of Directory information consists of student's name, class level, enrollment status, major, minor, degrees and awards received, dates of attendance and university-recognized e-mail address(es). The university will release this information for classroom use; in response to requests, including those from financial lenders, employers or insurance companies for verification of degree and enrollment information; and for inclusion in Commencement and honors material. Students who release only "Verification" information will be excluded from all university directories.
- (C) Permit release of only "Class" information. This sub-category of Directory information consists of a student's name, major, minor, degree and awards received, and universityrecognized e-mail address(es). The university will release this information for classroom use and for inclusion in Commencement and honors material. Students who release only "Class" information will be excluded from all university directories, and the university will not respond to requests, including those from financial lenders, employers or insurance companies, for verification of degree, dates of attendance and enrollment status
- (D) Withhold the release of all Directory information. Withholding the release of all Directory information means that the student will be excluded from all university directories and publications including Commence-

- ment and honors material, and the university will not verify degree, dates of attendance or enrollment status without the prior written consent of the student. Students may prevent the release of this information without a specific prior written authorization by logging on to http://titanonline.fullerton.edu or appearing in person at the Admissions and Records Service Center, room 114A on the first floor of Langsdorf Hall.
- 4. The right to file with the U.S. Department of Education a complaint concerning alleged failures of the California State University, Fullerton to comply with the requirements of FERPA. The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-4605.
- 5. The right to obtain a copy of the California State University, Fullerton's student records policy. A copy of this policy may be obtained from the Office of the Vice President for Student Affairs.

USE OF SOCIAL SECURITY NUMBER

Applicants are required to include their correct social security numbers (taxpayer identification numbers) in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code. The university uses the social security number to identify records pertaining to the student, as well as to identify the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine

whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Disclosure of a student's account number is required as a condition for payment of any university debt. The SSN may be used as an account number (identifier) throughout the life of the student's enrollment.

Students are required to write their student identification (social security) numbers on personal checks submitted for any payment to the university. Payment by personal check is consent by the student for the university to write the student's identification number on the check if it is not referenced. If a student prefers that his or her student identification number not be on the check, then the student must submit payment by cashier's check, money order, or, when appropriate (other than mail-in or drop-off registration), cash. Use of the student identification number assures credit to the correct student university account. The social security number, which is the student identification number for most students, is required by the Franchise Tax Board for collection of returned checks.

Graduate Admissions

Graduate Regulations

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GRADUATE ADMISSIONS

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Graduate Admissions



DIRECTOR, GRADUATE STUDIES

Gladys Fleckles

EVALUATION TECHNICIANS

Pam Migliore Lynn Winter

GRADUATE STUDIES OFFICE

McCarthy Hall 103

GRADUATE STUDIES WEBSITE

http://www.fullerton.edu/graduate

GRADUATE ADMISSIONS

Application Procedures
Admission Procedures

APPLICATION PROCEDURES

All applicants for any type of postbaccalaureate or graduate standing (e.g., master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application within the appropriate filing period. A complete application for postbaccalaureate or graduate standing includes all of the forms and fees described in the Graduate and Postbaccalaureate application booklet. Applicants considering admission to more than one CSU campus must submit a separate application (including fee) to each campus.

Second baccalaureate degree candidates should apply as postbaccalaureate students with an undergraduate degree objective. Applicants who completed undergraduate degree requirements and wish to continue postbaccalaureate or graduate study are required to complete and submit a Graduate and Postbaccalaureate application and the nonrefundable application fee.

Applications may be obtained from the academic department sponsoring the degree, the Admissions and Records Service Center or the Graduate Studies Office of any California State University campus. Instructions for completing the application forms are included in the material supplied. Since some programs require the completion of an additional form as part of the application process, students should inquire concerning this possibility at the office of the academic unit offering the particular program. An electronic version of the CSU application is available online at http://www.csumentor.edu/AdmissionApp/.

Application Deadlines

The application period for fall admission opens the previous October 1; applications for spring admission are accepted beginning the previous August 1. In most cases, applications need to be postmarked no later than March 1st for the fall semester and October 1st for the spring semester. However, deadlines may be changed for individual programs based upon enrollment projections. Check the university graduate studies website for current information http://www.fullerton.edu/graduate/

Transcripts

Two official transcripts in sealed envelopes are required from each college or university previously attended. Students should arrange to have official transcripts sent at the same time applications are submitted. Transcripts should be sent directly to the university Admissions and Records Office. One copy of each transcript will then be forwarded to the academic unit offering the degree or credential program, and the other official transcript will be retained in the student's permanent record file for use by both the Admissions and Records Office and the Graduate Studies Office.

Students who receive their baccalaureate degree at Cal State Fullerton and attend elsewhere subsequent to graduation, or continuing graduate students who change their declared objective subsequent to admission, must obtain whatever additional transcripts are needed to provide two complete sets of transcripts Cal State Fullerton alumni do not need to request Cal State Fullerton transcripts.

All transcripts must be received directly from the issuing institutions and become official records of the university; such transcripts therefore cannot be returned or reissued. Transcripts which include course work from other than the issuing institution are not sufficient evidence of course work taken elsewhere. Foreign language transcripts must be accompanied by certified English translations.

Tests

The Graduate Record Examination (GRE), or another test, may be required for conditionally classified admission, or subsequently for the granting of classified standing. Test requirements vary from department to department. Students should refer to master's degree requirements outlined in the academic department section of this catalog. Applications and information on test dates for nationally administered tests (e.g., GRE, GMAT) are available in Testing Services, University Hall 229, e-mail testingcenter@fullerton.edu.

TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 (paper) or 213 (computer) on the Test of English as a Foreign Language (TOEFL). Programs requiring a higher score than the minimum 550 include the MBA (570 paper, 230 computer), the MPA (570 paper, 230 computer), the M.S. in Education-TESOL (575 paper, 233 computer) and the M.M. and M.A. in Music (560 paper, 220 computer).

International Students

See procedures outlined in the international student portion of the "Admissions" section of this catalog.

Second Master's Degree or Concentration

Application for admission to graduate standing in a second degree program or concentration will be accepted only after the first degree has been awarded. Units used for the first degree or concentration may not be applied to the second. Students who have completed a master's degree at Cal State Fullerton in one concentration and wish to complete another will not be awarded a second degree.

ADMISSION PROCEDURES

Following completion of application procedures and subsequent review of the student's eligibility by the Admissions Office and appropriate academic unit, the student will be notified by the Admissions Office concerning admission. Written notice from

the Admissions Office is the only valid proof of admission. Academic advisement prior to admission is tentative and should not be construed as granting official admission to a program or establishing requirements for the degree.

Students may apply for a degree objective, a credential or certificate objective, or no program objective. Four admission categories are defined in terms of these academic objectives.

Postbaccalaureate Standing: Unclassified

This category applies to students with no degree objective. To qualify for admission, applicants must (1) hold an acceptable bachelor's degree from a regionally accredited four-year institution or have equivalent preparation as determined by the appropriate campus authority; (2) have a grade-point average of at least 2.5 (A = 4.0) in the last 60 semester (90 quarter) units; and (3) have been in good standing at the last college attended. Exceptions to these criteria are evaluated on a case-by-case basis and require written support from faculty in the academic unit, as well as justification from the applicant as to why an exception should be considered. Appeals for exception to these state admissions requirements should be submitted to the university admissions officer and are reviewed by the associate vice president, Academic Programs (or designee). Admission with postbaccalaureate-unclassified standing does not constitute admission to graduate degree or credential programs. If a student wishes to change to a degree or credential objective after admission, an Application for Change of Objective must be submitted to the Admissions and Records Service Center. Deadlines for Change of Objective are the same as for regular applications (see "Application Deadlines" above).

Postbaccalaureate Standing: Classified

This category applies to students with a credential or certificate objective. To qualify for admission, applicants must (1) meet the requirements for postbaccalaureate-unclassified standing and (2) satisfy any additional professional, personal, scholastic, and other standards, including qualifying examinations. Refer to specific credential requirements under the "Teaching Credentials" section or individual departmental sections of this catalog.

Graduate Standing: Conditionally Classified

This category applies to students with a graduate degree objective. To qualify for admission in conditionally classified standing, applicants must (1) meet the admission requirements for postbaccalaureate-unclassified standing and (2) meet any additional requirements of the particular program including a favorable recommendation from the academic unit.

An applicant who has deficiencies in departmental prerequisites or in departmental grade-point average requirements may be considered for admission in conditionally classified standing with the approval and recommendation of the academic unit. A student admitted in conditionally classified standing may subsequently be granted classified standing in a graduate degree program if professional, personal, scholastic, or other standards including qualifying examinations are met.

Determination of the student's prerequisites and assignment of courses, units, and grade points required to remove deficiencies is made by the academic unit. For specific information on prerequisites to classified standing, refer to the graduate degree requirements described in the departmental section of this catalog.

Graduate Standing: Classified

A student's status is changed to classified standing when the study plan has been approved by the associate vice president, Academic Programs (or designee). It is the student's responsibility to initiate the request for classified standing by making an appointment with the departmental graduate program adviser to develop a study plan. An eligible student may request classified standing prior to the first registration or during the first semester of registration. However, no more than nine units of postgraduate work taken at this institution prior to classified standing will be applied to a master's degree study plan. Any acceptable transfer work is excluded from the nine units permitted.

Classified standing is granted when (1) all prerequisites and/or deficiencies have been satisfactorily completed, (2) the official study plan has been developed and signed by the graduate program adviser and committee, and (3) the study plan is sent to the Graduate Studies Office and approved by the associate

vice president, Academic Programs (or designee). The student will be sent a copy of the approved study plan by the Graduate Studies Office. Copies will be filed in the academic unit, university records, and the Graduate Studies Office. A student is not officially classified until an approved study plan is on file in the Graduate Studies Office.

To be granted the master's degree, a student must have been classified, applied for graduation (advanced to candidacy), and completed the approved graduate study plan.

Requirements that apply to all programs are described in the following section. For specific requirements of particular programs, see the graduate program descriptions in the departmental section of this catalog.

Each student's program for a master's degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the departmental graduate program adviser, the student's graduate committee, and the Office of Graduate Studies.

526

Master's Degree Requirements

UNIVERSITY WRITING REQUIREMENT

Students working toward a master's degree are required to demonstrate writing ability commensurate with the baccalaureate degree. This requirement should be met within the first nine units of graduate work by successfully completing one of the following:

- 1. An upper-division writing requirement at any CSU campus.
- An upper-division course at another university equivalent to a course which meets the Cal State Fullerton requirement. Such equivalence must be certified by the department or program responsible for the student's academic work.
- 3. Cal State Fullerton Examination in Writing Proficiency.
- 4. Upper-division or graduate-level course(s) certified as meeting the writing requirement and approved by the department or program responsible for the student's academic work. The grade received must be a C or better.
- 5. A minimum score of 4 on the Graduate Record Exam (GRE) Writing Assessment Test.

Any student who has not met the requirement within the first nine units of graduate work will be required to enroll in a university-approved writing course at the earliest opportunity. Departments and programs may, at their discretion and with approval of the Graduate Education Committee, establish additional writing requirements for their graduate students. For further information, students should consult their department program adviser.

STUDY PLAN

General requirements for all master's degree study plans include the following:

- 1. A minimum of 30 approved semester units. Some programs require more.
- 2. At least 21 semester units must be taken in residence. For programs requiring 42 or more units, at least half the units must be taken in residence. Transfer and Cal State Fullerton extension credit are not residence units.
- 400- or 500-level courses only. A graduate student enrolled in a 400-level course will be required to complete additional assignments as determined by the instructor. University policy does not allow 300-level courses on graduate study plans.
- 4. Normally 70 percent of all study plan courses will be at the 500-level. However, with prior approval, upon the recommendation of the Graduate Education Committee, programs may permit students to include up to 50 percent of course work at the 400-level.
- No more than nine units of postbaccalaureate work taken at Cal State Fullerton prior to admission to classified standing.
- 6. No more than six semester units for a thesis, if a thesis is required.
- 7. Maximum of six units of independent study.
- 8. No courses taken to satisfy prerequisite requirements.
- 9. None of the following: correspondence courses, credit by examination, or similar.
- 10. No courses with nontraditional grades (e.g., CR, S, P) and no grade on the study plan below
- 11. A minimum grade-point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.



MASTER'S DEGREE REQUIREMENTS

University Writing Requirement

Study Plan

Advisers and Committees

Advancement to Candidacy

Completion of Requirements and

Award of Degree

Graduate Academic Standards

- 12. Completion of all study plan courses within five years or seven years with approved extension. The time limit starts with the earliest course on the study plan.
- 13. All courses taken after the baccalaureate (or postbaccalaureate credit granted).
- 14. No courses credited toward another degree.
- 15. A final evaluation, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved study plan is valid as long as the student maintains continuous enrollment in regular semesters at the university; otherwise it is necessary to reapply and meet any changed or additional requirements approved in the interim.

Culminating Experience Guidelines

Each master's program includes a final evaluation (culminating experience) that marks the end of the graduate program.

A thesis, a project, a comprehensive examination, or any combination of these is required of all students. An oral presentation is strongly encouraged.

Through culminating experiences, individual students demonstrate mastery of disciplinary materials. Because these demonstrations of mastery are specific to individual students, theses, projects, performances, exhibitions, and comprehensive examinations shall be composed of individual student work, unless more than one culminating experience is required in the program.

Individual student work shall include exhibitions in which individual work is clearly identified but displayed alongside the work of others. Individual student work shall also include accompanied artistic performances, or performances rendered in ensemble, in which individual student performances are clearly identifiable. In programs that require more than one culminating experience, at least one culminating experience must be based on individual student work..

Students whose programs require a culminating experience that is undertaken in groups (e.g., for the M.B.A.) shall receive an individual assessment based on a component of the work identifiable as authored or created by each individual student.

Election of Curriculum

A student remaining in continuous attendance in regular semesters and continuing in the same curriculum may elect to meet the degree requirements in effect either at the time of entering the curriculum or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program adviser.

Changes in Study Plan

If a classified graduate student needs to make a change in the approved study plan, a request should be made to the student's department graduate program adviser.

Requests must be made prior to registration for any course work to be substituted or added. No course may be removed from the study plan after a student has taken it. Forms which may be used to file a request for change in study plan are available from graduate program advisers, in the Graduate Studies Office, or on the Graduate Studies website.

Changes in study plan may also be required because of outdated course work or grade-point average deficiencies (see "Time Limit for Completion" and "Graduate Academic Standards").

Time Limit for Completion

All requirements for the master's degree, including all course work on the student's study plan, normally should be completed within five years. This time limit begins with the semester of the earliest course used on the student's study plan and consists of a total of ten (10) consecutive semesters. When individual circumstances warrant, this time limit may be extended for up to two years (four additional consecutive semesters).

A student may request an extension of the five-year time limit by filing a petition with the Graduate Studies Office. The petition must contain a full explanation of the circumstances that prevented completion of the degree requirements within the normal five-year limit and must be approved (signed) by the graduate program adviser, the chair of the appropriate graduate committee and the director of Graduate Studies. Approvals for extension must be obtained prior to the expiration of the five-year limit.

Outdated Courses

Outdated course work (course work older than the student's approved time limit; i.e., five or seven years) should be repeated.

However, a maximum of nine (9) units of course work may be exempt from this policy if course content can be validated. Copies of the "Petition for Validating Outdated Course Work" may be obtained from the Graduate Studies Office or website. Validation is allowed at the discretion of the graduate program adviser, the academic unit offering the subject course and the director of Graduate Studies.

Validation must be accomplished by passing a written comprehensive test of the materials covered by the course being validated or by some equivalent method with prior approval of both the graduate program adviser and the director of Graduate Studies. Any outdated course work that cannot be validated either because of a denial of the petition or because it is in excess of the nine units allowed for validation, must be repeated or updated through enrollment in additional study plan course work. If course work is repeated or additional course work is required to update, the units and grades will be added to the study plan.

Outdated transfer course work cannot be validated.

ADVISERS AND COMMITTEES

University policy provides that each student's program for the master's degree shall be under the guidance of an adviser and for some programs, a committee as well. A graduate program adviser is designated in each department or program to give overall supervision for the graduate program. In some departments, the graduate program adviser also serves as the individual student's adviser. Policies and procedures related to graduate committees are available in the Graduate Studies Office.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. As a minimum, the student should obtain advisement (1) either prior to or during the first semester of attendance, (2) when requesting classified standing, and (3) when applying for a graduation check prior to the final semester.

It is advisable for the student to maintain a personal file of transcripts and other evidences of grades and achievements, and to have these documents available whenever seeking advisement.

ADVANCEMENT TO CANDIDACY

A student who has been granted classified standing is advanced to candidacy after a request is filed for graduation by the student and an affirmative recommendation is made by the graduate program adviser. An overall minimum grade-point average of 3.0 (B) and a minimum grade-point average of 3.0 for all study plan course work is required. Other scholastic, professional and personal standards, the passing of examinations, and other qualifications, may be required..

COMPLETION OF REQUIREMENTS AND AWARD OF DEGREE

Deadlines

All course work for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements, as well as the specific requirements approved on the student's graduate study plan. Award of the degree also requires the recommendation of the appropriate graduate adviser and committee (advancement to candidacy), the approval of the faculty, and approval of the associate vice president, Academic Programs (or designee)

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of final examinations for the semester or session in which the degree is to be awarded.

Applying for Graduation

Students must file an application for a graduation check and pay the \$90.00 graduation and diploma fee prior to the beginning of the final semester. The fee will increase to \$115 effective for students who plan on graduating at the end of the fall 2004 term, i.e., January 2005.

The last date to file the application is listed in the front inside cover of the class schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Student completing requirements during the summer must also obtain written approval prior to summer term on a form available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.

Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee of \$10.00 is required to change the graduation date.

Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed.

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

GRADUATE ACADEMIC STANDARDS

Grade-Point Average Requirements

A grade-point average (grade points divided by units attempted) of at least 3.0 is required for graduation with a master's degree. This grade-point average applies to (1) all 400- and 500-level units attempted subsequent to admission to a degree program and (2) all units required on the student's graduate study plan including transfer courses. Each course on the study plan must be completed with a grade of C or better.

A degree student may request a change in study plan in order to raise the study plan grade-point average by:

- Adding no more than six units of approved course work, or
- Repeating no more than six units of course work in which a C or lower was earned, or
- A combination of 1. and 2. not to exceed six units.

Requests to add courses to the study plan, repeat courses, or add courses to raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president, Academic Programs (or designee) prior to registration. When a course is added or repeated, the original

course remains on the study plan and on the student's transcript and both grades are used in calculating the student's grade-point average.

A grade-point average of at least 2.5 is required for continuing status as a postbac-calaureate student, i.e, credential or unclassified (undeclared, no degree objective).

Repeated Courses

If a grade less than C is received in a study plan course, the course must be repeated and passed with a grade of C or better. A course may be repeated only once. If a course is repeated, both grades are included when computing the student's study plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

Successful repetition of a course originally passed carries no additional unit credit toward a degree.

Probation

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade-point average falls below a 2.5 average.

Disqualification

The associate vice president, Academic Programs (or designee) in consultation with the student's graduate program adviser, will disqualify a graduate student who is on probation if the student does not, or cannot, raise the study plan and cumulative gradepoint average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.

If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

- The conditions for removal of administrativeacademic probation are not met within the period specified.
- The student becomes subject to academic probation while on administrativeacademic probation.
- The student is removed from administrativeacademic probation and subsequently becomes subject to administrativeacademic probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new study plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee).

A postbaccalaureate (i.e., credential or unclassified-undeclared) student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation.

Appeals related to graduate degree probation or disqualification should first be directed to the department graduate program adviser. Please contact the Graduate Studies Office for further information and procedures. Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office or on the Graduate Studies website.

Graduate Enrollment Policies

RESIDENCE REQUIREMENT

A student is considered to be in residence when registered during regular semesters at this university. For degrees requiring 30 units, 21 units must be completed in residence at this institution. For programs requiring 42 or more units, at least half the units must be taken in residence. Approved units earned in summer sessions may be used to meet regular semester unit requirements on a course by course basis. Extension credit may not be used to fulfill the minimum residence requirement.

CONTINUOUS ENROLLMENT

A graduate degree student is required to maintain continuous enrollment in every fall and spring semester from the beginning of the program of study until award of the degree. This policy is designed to eliminate the need for readmission to the university, provide opportunity for continuous use of facilities, including the library, and assure the development of an integrated program, adequately supervised, and effectively completed within the time limitations allowed by regulations.

Unless granted an approved leave of absence, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. In order to resume study, the student needs to reapply for admission to the university and to the degree program and meet any changed or additional requirements approved in the interim.

Students who may have completed all course work, but who may not have satisfactorily completed a comprehensive examination or other requirement, are expected to maintain continuous enrollment until award of the degree.

A graduate student who finds it impossible to attend during a certain semester and is not eligible for a leave of absence, must register in Graduate Studies 700. Registration in this course is restricted to conditionally classified or classified graduate students. It carries no unit credit and does not require class attendance. Registration in this course in each semester when no other course work is taken will be necessary until award of the degree.

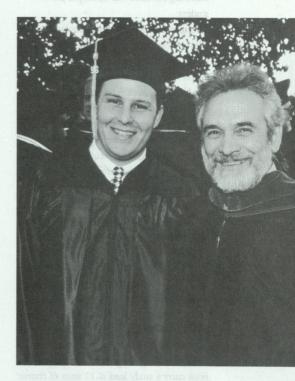
Similarly, Credential Studies 701 is available for students with a credential-only objective who find it impossible to enroll in course work and are not eligible for a leave of absence.

LEAVE OF ABSENCE

Graduate degree or credential students may request a leave of absence for up to one year. Conditionally classified or classified graduate students qualify for a leave if they are in good academic standing and have completed at least six credit hours' work toward the degree in residence at Cal State Fullerton. Students with a credential-only objective qualify if they have completed at least one semester of course work in good academic standing. Forms to request a leave of absence are available at the Admissions and Records Service Center in the Graduate Studies Office, and on the Graduate Studies website. Students are encouraged to submit requests for leave of absence prior to the start of the semester for which they are requesting a leave.

Any one of the following circumstances may be grounds for requesting a leave of absence:

- 1. Illness or disability (permanent or temporary) or similar personal exigencies including pregnancy which make it impossible or inadvisable for a student to register for classes.
- 2. Activities that enhance a student's professional career objectives.
- 3. Active duty in the armed forces of the United States.
- 4. Other reasons at the discretion of the director of Graduate Studies.



GRADUATE ENROLLMENT POLICIES

Residence Requirement

Continuous Enrollment

Leave of Absence

Study Load

Extended Education

Enrollment in 500-Level Courses by
Seniors

Postgraduate Credit

Transfer Credit Policy

After review by the Graduate Studies Office, the academic unit (where applicable), and the Registrar's Office, a response is mailed to the student.

A first-time leave of absence of one semester only will normally be granted upon request for students who qualify and will not require an application for readmission to the university. Registration materials for the semester following the leave will be sent to the student.

Students requesting a subsequent leave or a leave longer than one semester are required to provide appropriate documentation (e.g., doctor's recommendation, verification of employment). Such requests must also be endorsed by the program adviser.

A leave granted to a degree objective student preserves the election of curriculum rights regarding catalog requirements.

However, leaves of absence do not change the time limit for completion of the degree. For credential students, a leave granted by the university does not exempt them from new requirements imposed by the State regardless of the catalog year and also does not extend time limitations imposed by the State for completing specific teaching credential requirements.

STUDY LOAD

To qualify for full-time enrollment certification by the university, graduate students must carry a study load of 12 units of course work a semester or nine units of which six are in 500-level courses. A normal full-time load in summer session is one and one-third units per week of instruction.

As required by federal regulations for nonimmigrant "F-1" and "J-1" visa students, the Graduate Studies office maintains a listing of programs that allow less than 12 units per semester to qualify for full-time status. These departmental unit requirements do not change the official definition (stated above) that is used to certify full-time enrollment for financial aid eligibility or loan deferment.

The maximum study load for students working toward a master's degree is 12 units per semester; in exceptional cases, however, a student may take more with the approval of the graduate program adviser. Forms to request excess units are available in the Graduate Studies Office or from the department program adviser.

EXTENDED EDUCATION

In addition to its regular academic programs, the university offers courses through Extended Education. This includes summer session, intersession, extension only courses, and adjunct enrollment. The applicability of credit earned in courses taken through Extended Education is subject to approval by the graduate program adviser and the associate vice president, Academic Programs (or designee). Consultation with a graduate adviser before taking any course through Extended Education is strongly recommended.

Any student desiring a master's degree must be admitted to the university and maintain continuous enrollment every fall and spring semester until award of the degree. Enrollment through University Extension does not maintain continuous enrollment.

Summer Session/Intersession

Appropriate courses taken during the summer session or intersession may be applied to a graduate degree program, provided the courses are approved in advance.

Enrollment in courses taken during summer session or intersession does not constitute admission to the university or enrollment as a continuing student in the university.

Extension Credit

No more than nine units of extension credit may be applied to a graduate degree. Extension credit is granted for two types of courses: (1) those with an "X" prefix in the Extended Education Bulletin and (2) those taken through adjunct enrollment.

Adjunct or Open University Enrollment

Adjunct or Open University enrollment through Extended Education permits students who are not formally admitted to the university to enroll in regular university courses, i.e., those courses listed in the university catalog, during fall or spring semesters.

Courses taken through adjunct enrollment are included in the nine-unit extension credit limit.

ENROLLMENT IN 500-LEVEL COURSES BY SENIORS

Undergraduate students may enroll in graduate level courses (500-level) if they:

a. have reached senior status (i.e., completed a minimum of 90 semester units)

- have the academic preparation and prerequisites required for entry into the course
- c. gain the consent of the instructor.

Students wishing to use 500-level course work taken during their undergraduate degree toward a master's degree should read the following section on Postgraduate Credit.

POSTGRADUATE CREDIT

A graduate student may petition for a maximum of nine units of postgraduate credit for course work (either 400- or 500level) taken during the undergraduate degree at California State University, Fullerton, if:

- a. the course work was not used to meet any of the university's requirements for the baccalaureate degree including major, minor or concentration)
- the course work was taken during the twelve months immediately prior to the student's graduation
- c. the course work was completed with a grade of B or better.

Petition forms are available at the Admissions and Records information counter. If approved, appropriate notations will be entered on the student's transcript.

The use of postgraduate course work on a student's graduate study plan is governed by the general regulations for all graduate degrees and must be approved by the program adviser, the appropriate graduate committee and the associate vice president, Academic Programs (or designee).

TRANSFER CREDIT POLICY

Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

- 1. Each course being transferred must:
 - a. have been taken at an accredited college or university.
 - b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
 - c. have been completed with a grade of B or better.

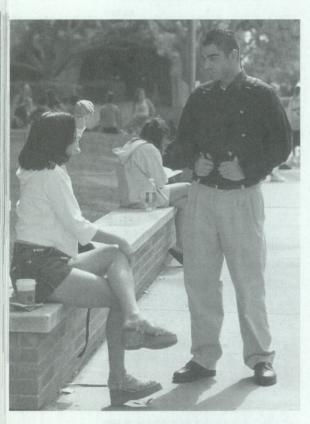
- d. not have been used in meeting the requirements for another earned degree (either graduate or undergraduate)
- e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUE.
- 2. An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.
- 3. Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.
- 4. In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate adviser and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate adviser and the associate vice president, Academic Programs (or designee).
- All approved transfer units and grade points will be entered on the CSUF transcript at graduation.
- A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.

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533

Theses and Projects



THESES AND PROJECTS

Definition

Annual Thesis Award

General Regulations

Format Guidelines and Style Manuals

Deadlines

Final Procedures

DEFINITION

A thesis is defined as the written product of a systematic study of a significant problem. It identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation.

Normally, an oral defense of the thesis is required.

A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It also evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.

ANNUAL THESIS AWARD

An award of \$1000 along with an engraved plaque will be given each year to the student whose thesis represents the highest standard of scholarly accomplishment as determined by a panel of judges chosen from emeriti professors. Interested students should contact the Graduate Studies Office or their program adviser for further information on eligibility and deadlines. Finalists from each school may also be recommended for Honorable Mention by the judges; these will receive a certificate of Honorable Mention and a \$100 cash award.

GENERAL REGULATIONS

Of the minimum of 30 semester units of approved course work required for the master's degree, no more than six are allowed for a thesis.

When a thesis is required, the library will be provided with an approved, original in the approved binding, and an acceptable microfilm of the thesis. An abstract accompanies the thesis and will normally be published in the University Microfilms International Journal, Masters Abstracts. Copies are thereby made available for order by interested scholars.

An approved copy of the thesis or project may also be required by the student's academic department. Students should check with their graduate program adviser as to whether a copy is needed by the department as part of the requirements for graduation.

When a project is required, some record of the project, or the project itself, is filed in the academic unit and, in some cases, in the library.

A student's thesis committee is composed of a minimum of three faculty members who supervise and approve the thesis. A qualified person who is not a regular Cal State University faculty member may serve as a visiting examiner and join in the approval of the thesis. This person serves as the fourth member of the committee.

Title to theses (and projects when filed in the library) passes to the university upon their acceptance by the evaluating faculty.

Variations from procedures and regulations should be referred to the Office of Graduate Studies for review.

FORMAT GUIDELINES AND STYLE MANUALS

All-university format guidelines are included in a thesis manual that has been developed to assist the student in preparation of a thesis. Copies are available in the Office of Graduate Studies. It is the student's responsibility to make certain that the requirements are met. The

student is strongly advised to become familiar with the instructions in the manual. Theses from the library or departmental offices should not be used as examples of correct format.

The academic unit, through the student's adviser and/or committee, is responsible for the academic content and English usage in the thesis and for the student's correct use of forms of documentation and bibliography. In addition to the university format guidelines, each academic unit may select a supplementary style manual to be followed in matters of documentation and bibliography. Students should consult their academic program adviser or thesis committee chair concerning the style manual used.

If the supplementary style manual presents regulations which conflict with the all-university format guidelines published in the university thesis manual, the university regulations take precedence.

Some graduate programs require style manuals or guides designed for journal articles. Although these are helpful for abbreviations, tables, figures and footnoting, as well as other purposes, students should be aware of the difference between a thesis and an article and make appropriate adaptations when formatting their thesis, approved by the graduate program adviser.

If the academic unit does not recommend a specific style manual, the student should refer to "A Manual for Writers of Term Papers, Theses, and Dissertations" (Fifth Edition) by Kate L. Turabian or "The Chicago Manual of Style," published by the University of Chicago.

The student makes all necessary arrangements for preparing the thesis for final approval. A list of independent word processing professionals is available in the Office of Graduate Studies. The university Career Planning and Placement office also maintains a listing of students and others who have indicated their availability for word processing assignments.

DEADLINES

Adequate time should be allowed for typing, reading and approval by the adviser, the committee members, and the university thesis reader. Specific deadlines are listed each semester on the Graduate Studies website. Ample time should be allowed for any special arrangements, such as duplication of the thesis by the campus bookstore or elsewhere, prior to the deadline.

The final version of the thesis should be submitted to the student's committee for final review and approval at least six weeks prior to the last day of classes. The deadline for submission to the university thesis reader is two weeks prior to the last day of classes. For summer completion, the student should check with the academic unit and the Graduate Studies Office for appropriate deadlines. Theses are reviewed by the university thesis reader in the order in which they are received by the Graduate Studies Office.

The Graduate Studies Office must receive notification from the campus bookstore (Titan Shops Copy Center) that the thesis has been received for binding and microfilming by the official graduation date for each semester.

FINAL PROCEDURES

Approval Signatures: When the final draft
is completed, the student obtains signatures on the approval page of all of the
members of the committee. If there is
a disagreement within the committee
concerning the acceptability of the thesis,
the approving signatures of a majority
of the committee will be sufficient.
Nonavailability of one member of the
committee is not an adequate reason for
acceptance of signatures by less than the
full committee. No changes or additions
will be allowed after the final signatures
have been obtained.

The title/approval page may be photocopied onto the correct paper stock; however, the signatures must be original. Photocopied signatures are not acceptable for binding or microfilming. The signatures must be in black ink. The student should arrange for at least three original title pages to be signed by the committee members. One original is submitted to the bookstore with the thesis or project; the other originals may be used as the student's personal copy or for the departmental copy, if required.

2. University Thesis Reader: The thesis is ready for review by the university thesis reader after the faculty have signed off and the thesis has been produced in its final form. One unbound copy of the thesis including the original approval page is taken to the Graduate Studies Office for review by the thesis reader for conformity to all-university format guidelines. The thesis submitted to the

Graduate Studies Office for review may be photocopied or printed on plain, unlined, white paper; however, the title/approval page should be on the correct paper stock. The student will be notified of any revisions or corrections that need to be made. Final approval on format is given by the thesis reader on the "Thesis Approval Form" that is submitted with the thesis. The form is available in the Graduate Studies Office or on the website.

Binding and Microfilming: The student takes the approved copy of the thesis, the signed title and approval page, and the signed Thesis Approval Form to the campus bookstore and pays the appropriate fees (currently \$155 plus \$65 if copyright is desired). The bookstore arranges for the binding of the thesis by a local bindery and other services by University Microfilms International (UMI). Once submitted and receipted, the thesis may not be withdrawn by the student from the campus bookstore. The campus bookstore sends the approved original (including the original signed approval page) to University Microfilms International for filming and publication of the abstract, and upon its return sends it to the bindery.

An agreement is completed for UMI to publish the abstract in Masters Abstracts, prepare a microfilm negative, and sell microfilm, photocopies and papers in electronic format to interested scholars. Arrangements for copyrighting are also possible through UMI.

- 4. Notification for Award of the Degree: The grade for the thesis is reported in the usual manner to the registrar by the appropriate faculty. The bookstore notifies the Graduate Studies Office that the approved thesis has been deposited, the fees paid, and the agreement for microfilming and publication of the abstract completed by the student.
- 5. Depositing of Thesis in Library: When the thesis is returned by the bindery, the bound copy is sent by the university bookstore to the library for circulation. One set of the slides or separately mounted illustrative material is housed with the bound copy.

Graduate Student Checklist

There may be additional steps for individual students in particular programs; for these, consult the program description and the academic unit (school, department or program) offering the degree program.

□ = Action initiated by student (as indicated below)

◆ = Action initiated by the University

1. ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED

- Apply for admission and declare objective(s), using precise codes on the application form
- · Receive application acknowledgement from the Admissions Office
- Request two sets of official transcripts of all previous college-level course work attempted to be sent to Admissions Office
- Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- Provide the department graduate program adviser with any other supporting statements or materials, as required
- Recommendation for admission made by department graduate program adviser to Admissions Office
- · Receive notification of admission from Admissions Office
- ☐ Make an appointment with the graduate program adviser to discuss your academic program. Advisers for each department are listed on the Graduate Studies website.

2. GRADUATE STANDING: CLASSIFIED

- □ Complete any course prerequisites and/or remove deficiencies
- □ Apply for classified standing in the academic department offering the particular program prior to completion of nine units of study plan course work
- Consult department graduate program adviser for advisement, including development of official study plan
- Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog
- □ Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form
- Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office
- Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan
- If not received within a reasonable length of time, contact the department graduate program adviser or Graduate Studies.

3. COMPLETION OF REQUIREMENTS

- Apply for graduation prior to the beginning of the final semester. Specific deadlines are posted on the Graduate Studies website. The form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee of \$90 (\$115 if graduating as of end of fall semester 2004) will be paid to the university cashier with the application for graduation.
- Consult the department graduate program adviser to confirm final requirements for the degree
- □ Complete written and/or oral examination, if required. Complete thesis or project, if applicable
- Obtain committee approval for thesis, project or results of comprehensive exam(s)
- u If applicable, submit thesis to university thesis reader by deadlines listed in the class schedule and on the Graduate Studies website
- · Thesis reader signs "Thesis Approval Form"
- □ Take approved copy of thesis with "Thesis Approval Form" to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently \$155 plus \$65 if copyright is desired.
- Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office
- A copy of the Grad Check Review Form is sent to the student showing the adviser's recommendation.
- Preliminary audit completed by Graduate Studies Office staff. The student's study plan is checked for pending grades, and completion of any other requirements.
- Deposit approved copy of thesis or project in academic department (if required)
- Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting
 of the degree by the end of the semester
- Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar
- Notification of award of degree received from registrar approximately eight weeks after the end of the semester

4. COMMENCEMENT

- Make appropriate arrangements for cap, gown and hood rental in the campus bookstore
- ◆ Commencement information sent by the College Dean's Office

Graduation Requirements for the BALARS PRIBAR

Academic

Degree Programs

California State University, Fullerton offers the following baccala	ureate
degree programs, which are described on the pages listed:	
B.A. American Studies	
B.A. Anthropology	
B.A. Art	65
B.F.A. Art	67
B.S. Biochemistry	102
B.S. Biological Science	
B.A. Business Administration	
B.A. Chemistry	
B.S. Chemistry	
B.S. Child and Adolescent Development	
B.S. Civil Engineering	
B.A. Communications	
B.A. Communicative Disorders	
B.A. Comparative Literature	
B.S. Computer Science	133
B.A. Criminal Justice	144
B.A. Dance	
B.A. Economics	
B.S. Electrical Engineering	
B.S. Engineering (Engineering Science)	
B.A. English	
B.A. Ethnic Studies (option in Afro-Ethnic Studies)	
B.A. Ethnic Studies (option in Chicano Studies)	
B.A. Ethnic Studies (option in Asian American Studies)	
B.A. French	
B.A. Gèography	
B.S. Geology	
B.A. German	
B.S. Health Science	
B.A. History	
B.S. Human Services	233
B.A. International Business with a concentration in	
French, German, Japanese, Portuguese, Spanish or Chinese	248
B.A. Japanese	299
B.S. Kinesiology.	251
B.A. Latin American Studies	266
B.A. Liberal Studies	
B.A. Linguistics	
B.A. Mathematics	
B.S. Mechanical Engineering	
B.A. Music	
B.M. Music	319
B.S. Nursing	
B.A. Philosophy	
B.S. Physics	
B.A. Political Science	
B.A. Psychology	
B.A. Public Administration	
B.A. Radio-TV-Film	
B.A. Religious Studies	
B.A. Sociology	
B.A. Spanish	
B.A. Special Major	
B.A. Speech Communication	
B.A. Theatre Arts	413

B.F.A. Theatre Arts	416
B.A. Women's Studies	426
The following master's degree programs are offered:	
M.S. Accountancy	45
M.A. American Studies	
M.A. Anthropology	
M.A. Art	
M.F.A. Art	
M.S. Biology	
M.B.A. Business Administration	
M.S. Chemistry	
M.S. Civil Engineering	
M.A. Communications	
M.A. Communicative Disorders	
M.A. Comparative Literature	196
M.S. Computer Science	
M.S. Counseling	
M.A. Economics	150
M.S. Education (with concentrations in Bilingual/Bicultural	
Education [Spanish-English], Educational Technology,	
Elementary Curriculum and Instruction, Reading, Educationa	1
Administration, Secondary Education, Special	
Education155, 160, 161, 347, 368, 374, 3	382, 397
M.S. Education (TESOL)	303
M.S. Electrical Engineering	182
M.S. Engineering (Engineering Science)	
M.A. English	
M.S. Environmental Studies	204
M.A. French	
M.A. Geography	
M.S. Geology	
M.A. German	
M.S. Gerontology	
M.A. History	
M.S. Information Systems	238
M.S. Instructional Design and Technology (online only)	245
M.S. Kinesiology	
M.S. Library and Information Science (San Jose State)	
M.A. Linguistics	
M.A. Mathematics	
M.S. Mechanical Engineering	
M.A. Music	
M.M. Music	
M.S. Nursing	
M.S. Physics	
M.A. Political Science	
M.A. Psychology	
M.S. Psychology (Clinical)	360
M.P.A. Public Administration	
M.A.T. Science	378
M.A. Sociology	
M.A. Spanish (including emphasis in bilingual studies)	302
M.A. Speech Communication	404
M.S. Taxation	47
M.F.A. Theatre Arts (with concentrations in Acting,	
Directing, Design and Technical Production)	417

Graduation Requirements for the Bachelor's Degree

UNIT REQUIREMENTS

A. Total Unit Requirements

The minimum number of semester units necessary for a bachelor's degree, including courses for the major, general education, all university requirements and free electives, exclusive of remedial courses (i.e., courses numbered 0-99), is as follows:

2. For the Bachelor of Fine Arts degree	
2. For the bacheror of time Arts degree	132
3. For the Bachelor of Science degree	120-135
4. For the Bachelor of Music degree	132

B. Upper-Division Requirement

A minimum of 40 semester units of upper-division course work is required for any CSUF bachelor's degree. Courses offering upper-division credit are those numbered at the 300- and 400-levels.

All units from upper-division courses are applicable to the upper-division units requirement, including units from courses in the major, the minor, and general education.

C. Special Unit Totals

RESIDENCE REQUIREMENT

A minimum of thirty (30) semester units must be earned in courses taken at California State University, Fullerton. Twenty-four (24) of these units must be earned in upper-division courses. At least twelve (12) upper-division semester units in the major must be taken at this institution. Courses taken in extension (except for summer session and intersession courses offered as part of the special sessions program) and units earned through credit by examination may not be used to fulfill these requirements.

GRADE POINT AVERAGE REQUIREMENTS

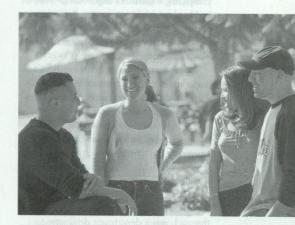
Three grade point averages, each 2.0 or higher, are required for graduation:

- A. An average based on all units attempted, including those attempted at other institutions.
- B. An average based on all units attempted at CSUF.
- C. An average based on all units attempted in the major.

DISTRIBUTION OF REQUIREMENTS

A. General Education

A minimum of 51 semester units are needed to complete CSUF's general education requirements. See the "General Education" section of this catalog.



GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

Unit Requirements
Residence Requirements
Grade Point Average Requirements
Distribution of Requirements
Graduation Requirements Check

B. Major

The unit requirement in a major varies substantially from major to major. Some majors require as few as 33 semester units while others require as many as 104 units. Refer to the Department listings for the specific requirements of any particular major.

C. Upper-Division Baccalaureate Writing Requirement

The university requires that every person completing a bachelor's degree under 1980-81 and later catalog requirements, demonstrate writing ability acceptable for graduation. The upper-division writing requirement has two parts; students must satisfy each:

Upper-division course requirement: Each major requires that students pass a specially designated upper-division course or courses of at least three semester units.

Examination requirement: The university faculty requires that each student pass the University Examination in Writing Proficiency (EWP), which has been designed to measure writing ability.

Courses. The University Board on Writing Proficiency must certify the course or courses that each major department designates to fulfill the requirement. Departments and programs may specify either a single course of at least three units that involves intensive instruction in writing, or two or more courses (a total of at least six units) in which students are required to write one or more lengthy papers, or several shorter ones, which involve the organization and expression of complex ideas. In these courses students will be given careful and timely evaluations of their writing and suggestions for improvement. An assessment of writing competence will be included in determining the final course grade.

Students must pass these courses with a grade of C or better. A list of courses designated for each major will appear in the class schedule each semester.

Examination. After completing 60 units toward the baccalaureate, students must take the University Examination in Writing Proficiency (EWP). The EWP consists of two parts, a machine-scored test of Standard Written English, and a 90-minute essay which is evaluated by faculty readers. Students who fail the examination may retake it until they pass it. A limited number of students who have failed the EWP two or more times may enroll in English 199, Intensive Writing Review. Credit in English 199 will be equivalent to passing the examination. This course will not count toward graduation requirements, nor will it satisfy the upper-division writing course requirement described above. Information about registration for the EWP and testing dates is published in the class schedule each semester.

Petitions. In certain cases, students may petition the University Board on Writing Proficiency for exemption from or modification of the requirement.

- Transfer students and candidates for a second baccalaureate may be certified as meeting the requirement after they have submitted to the Board acceptable evidence of having completed the equivalent to CSUF's upper-division requirement.
- Students may petition for substitution
 of an alternative to the EWP when exceptional circumstances (e.g., a clinically
 identified learning disability), make the
 examination inappropriate. Petitions must
 include documentation of the special
 circumstances and propose specific
 alternative means of demonstrating writing
 proficiency.

D. Second Language Requirement

Students who enter CSUF as first-time freshman in fall 2006, or who enter a community college in fall 2006 with intent to transfer to CSUF, will be required to show proficiency in a second language as a condition of graduation in most majors with a bachelor's degree. Students can satisfy the Second Language Graduation Requirement in a variety of ways. Students may satisfy the requirement before enrolling at CSUF or, after enrolling at CSUF.

- Satisfying the Requirement Prior to Entry to the University: The second language graduation requirement may be met by any one of the following options prior to admission:
 - a. Completion of study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction. Thus, two semesters of high school plus two semesters of college instruction in the same language satisfies the requirement, as does four semesters of high school plus one semester of college instruction in the same language.
 - Being awarded a diploma from a high school in which the language of instruction was not English.
 - c. Intermediate proficiency as certified by a recognized authority (e.g., Alliance Français, Goethe Institut, Japan Foundation).
 - d. Advanced Placement Foreign Language Examination score of 3 or better.
 - e. Completion of three semesters of a second language, in the same language at a community college or university.

 f. Completion of a CAN 8-level second language course at a community college or university.

Students will be required to submit official high school or college transcripts or other admissions documents to verify the completion of this requirement.

- 2. Satisfying the Second Language Requirement after CSUF Enrollment: If proficiency has not been demonstrated through one of the above options, students must meet the CSUF second language proficiency graduation requirement by completing one of the following options:
 - a. Passing an intermediate-level proficiency test as described in the ACTFL/ILR (American Council on the Teaching of Foreign Languages/Interagency Languages Roundtable) guidelines in any two of four skills: reading, writing, listening and speaking.
 - Completing further study of a language other than English such that the total instruction in language other than English is the equivalent of three years of high school study in the same language, calculating two semesters of high school instruction as the equivalent of one semester of college instruction.
 - Successful completion of a study abroad program of one semester or more in duration in a country in which the language of instruction was not English.

E. Minors

A minor is a means by which students can enrich their academic preparation through concentrated study of a discipline related to, or different from, their declared major. Although students can pursue multiple majors, many decide that declaring a major and a minor is a more desirable choice. A minor provides a structured selection of courses to augment or complement the student's major by broadening a student's academic experience or serving as preparation for a specific career. A minor can extend the student's knowledge in two related areas (e.g., English and speech communication, anthropology and foreign languages, sociology and women's studies) or in two disparate ones (e.g., business administration and computer science, economics and foreign languages, mathematics and psychology). A minor can also enable students to systematically explore fields of knowledge about which they are curious or enthusiastic. Students may wish to consult with an adviser in their major department for recommendations of suitable minor fields of study.

A minor is not required for the baccalaureate; however, students may elect to complete one or more minors from those available and have that noted on their records. In completing the requirements for a minor, a minimum of twelve (12) units, of which at least six (6) must be upper-division, must be distinct and different from the units used to complete the requirements of the major. Any units above this minimum requirement that can be used to satisfy both the requirements for the minor and for the major may be double counted. General education courses, however, may be used to meet minor requirements.

Below is a list of currently approved

Advertising

Afro-Ethnic Studies

American Studies

Anthropology

Art

Asian Studies

Asian American Studies

Biotechnology

Business Administration

Chemistry

Chicano Studies

Child and Adolescent Development

Christian Studies

Computer Science

Criminal Justice

Economics

English

French

Geography

Geology

German Gerontology

Health Promotion

II.

Human Services

Information Systems

International Politics

Japanese

Jewish Studies

Kinesiology

Journalism

Latin American Studies

Linguistics

Mathematics

Mathematics for Teacher Education

Military Science

Music

Natural Sciences

Philosophy

Physics

Political Science

Portuguese

Psychology

Public Administration

Radio-TV-Film

Religious Studies

Sociology

Spanish

Speech Communication

Women's Studies

F. Electives

After fulfilling the requirements in general education, and a specific major (and possibly a minor), each student is free to choose the rest of the courses needed to complete the semester units required for graduation. Different majors vary considerably in both the number of units they require in their own and related fields. They also vary considerably in the amount of latitude or choice they permit in selecting courses to satisfy the major requirement.

The general education requirement encourages freedom of choice within the natural sciences, social sciences, arts and humanities, and basic subjects. Students at the university use their electives to broaden their general education, deepen some aspect of their specialties, pursue work in related fields, and satisfy curiosities and enthusiasms for particular subjects or areas

Advisement on general education and electives is provided by the Academic Advisement Center.

G. Multiple Majors and Second Baccalaureate Degrees

Within the units required for the baccalaureate, it is possible for a student to complete the requirements for more than one major within one degree (for example a B.S.) when the additional major is within the same degree (in this case, another B.S.). At least 24 units, including 12 at the upper-division level, in each bachelor of arts major, or 36 units, including 18 at the upper-division level, in each bachelor of science major, must be applied exclusively to the respective major and may not be used to meet requirements in other majors or in general education. The student shall declare the additional major with the appropriate department not later than the beginning of the student's final year

The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and in the commencement program.

It is possible for a student to complete a major in one degree (for example a B.S.) concurrently with an additional major from a different degree (for example a B.A.). This process is possible as long as the unit restrictions mentioned in the preceding paragraph are met. If the student adheres to the rules about units and how they are counted, the student will then choose which degree he or she will receive, with that degree's major being noted on the diploma (for example, B.A. in History). The completion of the second major will be noted on the student's academic record. The university does not award two degrees for multiple majors that are completed concurrently.

Second baccalaureate degrees:

First degree completed elsewhere, second at Fullerton.

Students seeking a bachelor's degree from Fullerton after having received a baccalaureate from another institution may qualify for graduation with the approval and recommendation of the faculty upon completion of the following:

- (1) General education requirements: Students holding a baccalaureate degree from an accredited institution will be held to (a) the breadth requirements of Executive Order 338, i.e., 12 units in each of the areas of arts and humanities, social sciences, and math and science, (b) the statutory requirements and (c) the English Writing Proficiency requirements. Students will not be held to specific CSUF categories or courses.
- (2) all requirements in the major field of study
- (3) residence and scholarship requirements

Two baccalaureates from Fullerton.

With the approval and recommendation of the faculty, a student may qualify for a second baccalaureate under the following circumstances:

- a minimum of 30 units have been earned in residence after the first degree has been granted.
- (2) a minimum of 24 upper-division units are included among the 30 units mentioned above
- (3) a minimum of 12 units must be offered by the department in which the second degree is being sought
- (4) two or more degrees are not awarded at the same time

Units included in second baccalaureate programs may not apply to graduate degrees or credential programs.

GRADUATION REQUIREMENT CHECK

A candidate for graduation must file an application for a graduation requirements check before the first day of instruction of the semester prior to the semester in which the student expects to graduate. The \$40.00 graduation and diploma fee is required when the application is filed. A \$90.00 graduation and diploma fee will be required beginning with students who are filing to graduate in January 2004. For students applying to graduate in January 2005 and later, the fee will increase to \$115.00. Application forms are available at the Admissions and Records Service Center.

Candidates for the baccalaureate should refer to the semester class schedule for application filing dates. A senior should have completed at least 100 units (including the current work in progress) and a substantial portion of the major requirements before requesting a graduation check. If the candidate does not complete the requirements in the semester indicated, a request for change of graduation date must be submitted to the Office of Admissions and Records. The cost is \$10.00.

Faculty Approval and Recommendation

Under provisions of the Academic Senate, the Office of Admissions and Records publishes a list of degree candidates twice a year: in the fall and in the spring (for both spring and summer graduates). After review and approval by the faculty, and upon verification of the completion of requirements, diplomas are issued with the last day of the respective term as the official date of graduation.

Annual commencement exercises are held at the end of the spring semester for those who completed degree requirements mid-year and for those completing degree requirements in the spring semester or summer session. The president of the university, with the authority of the Board of Trustees, confers all degrees, subject to the completion of remaining requirements.

Note: Students completing bachelor degree requirements who wish to continue their studies at the university for postbaccalaureate or graduate degree objectives must apply for admission declaring their new objectives, e.g., educational credential(s) or master's degree.

General Education

INTRODUCTION

All students beginning studies fall 1987 or later must complete a minimum of 51 semester units of General Education courses selected in accordance with the pattern designated on the following pages. General Education courses must be selected from an approved list. Students should refer to the latest university Schedule of Classes for the most up-to-date list of approved General Education classes. A student who has a break in enrollment for more than one semester in any calendar year may be held to new catalog requirements.

CSUF students may complete lower-division general education (G.E.) requirements at a community college. In choosing equivalent courses, students must follow the CSUF General Education (G.E.) plan and not the plan of the community college. Questions can be directed to the CSUF Academic Advisement Center, University Hall 123.

A score of 145 or higher on the English Placement Test (EPT), or completion of English 99 (EPT test required) with a grade of C or better, is a prerequisite for enrollment in English 101 in Category I.B. Written Communication, for all students except those with an exemption.

A score of 50 or higher on the Entry Level Mathematics (ELM) examination is a prerequisite for enrollment in courses in Category III.A.1. Mathematics for all students except those with an exemption.

GENERAL EDUCATION REQUIREMENTS

Unit Requirements

51 total units including:

- 9 units upper-division taken as a junior or senior
- 9 units at CSUF
- 3 units in cultural diversity (courses marked with a star*)
- 9 units maximum from single department, excluding any units associated with courses used to meet Category I, Core Competencies, requirement.
- Each course counts in only one category, except those meeting Category V (Cultural Diversity)

Academic Standards

- Letter grade required
- "C" or better required in Categories I.A,B,C, and III.A.1
- CR/NC allowed if it is the only grade option available

Courses in Your Major

- Courses offered by the department of the student's major may NOT be used to fulfill the unit requirements of Categories III or IV, with the exception of categories offering choices from only one department.
- Courses that are cross-listed meet G.E. category requirements for all majors except those in the home department of the cross-listed course. The "home" department is the one under which the course description appears in the catalog. For example, ANTH is the "home" department for ANTH/CPRL 305; therefore, it may not be used by anthropology majors to meet G.E. requirements.
- Upper-division courses offered by the department of the student's major may not be used for credit.
- Upper-division G.E. courses are not applicable for graduate degree credit, regardless of the student's major or the department offering the course.

Transfer Students

At the university's website, www.fullerton.edu, logon to your student portal and then logon to Titan Degree Audit for completing your G.E. Program.



GENERAL EDUCATION

General Education Requirements
Certification Policy
California Articulation Numbers (CAN)
Goals of General Education
General Education Course Requirements

- IGETC-certified transfer students are required to take 9 units of upper-division course work from Categories III.A.3., III.B.3., III.C.2. and IV with the following conditions:
 - No more than 6 units from any one category
 - No more than 6 units from any one department
 - No units from the department of student's major
 - Minimum of 3 units in cultural diversity if not met prior to transfer. (Courses meeting this requirement are marked with a star *)

Students who have checklists or worksheets for "Plan B" G.E. requirements entered or transferred between fall 1987 and spring 1999) should refer to the following chart to find corresponding lists of courses that satisfy G.E. requirements:

G.E. Plan B	G.E. Requirement
(Fall 1987-Spring 199	99) (Fall 1999 or later)
I.A.	Same
I.B.	Same
I.C.	Same
II.A.	Same
II.B.1.	Same
II.B.2.	Same
III.A.1	III.A.2.a. or b
III.A.2.	III.A.2.c.
III.A.3.	Same
III.A.4.	III.A.1.
III.B.1.	Same
III.B.2.	Same
III.C.1.	Same
IV.A.1.	III.B.3.
IV.A.2	III.C.2.
IV.B.	IV.
Cultural Diversity	Same
2003145000	(courses are marked
	with a star *)

Students under earlier G.E. plans or who need help with the above chart should contact the Academic Advisement Center, University Hall 123 at (714) 278-3606.

CERTIFICATION POLICY

Under provisions of Title 5 and Executive Order 595, accredited colleges and universities may certify the completion of part of the 48-51 units required in general education. Within the policy of the Board of Trustees, Cal State Fullerton will accept such certification of general education up to a maximum of 39 semester units, but may accept no more in general education than the number of units required in each area.

Transfer students who are certified in any category with fewer than the required units will be subject to additional units and will be permitted to take the additional units in upper-division categories.

There are two General Education-Breadth patterns that California community college students can complete.

CSU General Education-Breadth Program

This program is a lower-division 39 semester unit pattern. Students must take specified courses in five specific areas. Students with full certification are required to complete a minimum of 9 semester units of upper-division general education after transfer. Students may be instructed to take those 9 units in specific areas in order to complete G.E. categories.

Intersegmental General Education Transfer Curriculum (IGETC)

All lower-division Cal State Fullerton G.E. requirements may be satisfied by the completion in its entirety of this transfer curriculum at a California community college campus. Information about IGETC is available at each campus. Upper-division G.E. requirements for IGETC certified transfers are as follows:

Nine units of upper-division course work from categories III.A.3., III.B.3, III.C.2., and IV. with the following conditions:

- No more than six units from any one category
- No more than six units from any one department
- No units from the department of the student's major
- A minimum of three units of a "cultural diversity" (identified with a star *) course, if not met prior to transfer.

CALIFORNIA ARTICULATION NUMBER

California State University, Fullerton is authorized to cross-reference certain courses with a California Articulation Number (CAN). This is a system of equating courses between campuses in California. It is used by an increasing number of community colleges and four-year universities and colleges to identify some of the transferable, introductory courses in several academic disciplines.

The system assures students that CAN courses noted in the catalog of one campus will be accepted in lieu of the comparable CAN courses on another participating campus. An example is our Anthropology 101 Introduction to Biological Anthropology; CAN ANTH 2 is accepted in lieu of courses similarly marked in other university or college catalogs.

The California Articulation Numbers are listed in parentheses by the course descriptions in the catalog. A listing of courses currently approved for CAN follows:

California	Cal State
Articulation	Fullerton
Number	Courses
CAN ANTH 2	Anthropology 101
CAN ANTH 4	Anthropology 102
CAN ANTH 6	Anthropology 103
CAN ART 2	Art 201A
CAN ART 4	Art 201B
CAN ART 6	Art 106A
CAN ART 8	Art 107A
CAN ART 12	Art 216A
CAN ART 14	Art 103
CAN ART 16	Art 104
CAN ART SEQ A	
CAN CHEM 2	
CAN CHEM 4	
CAN CHEM SEQ A	
	and 120B
CAN DRAM 12	Theatre 276
CAN DRAM 14	Theatre 285
CAN ENGL 2	English 101
CAN ENGR 2	
CAN ENGR 6	
CAN ENGR 8	
CAN ENGR 12	
CAN FREN 2	
CAN FREN 4	
CAN FREN 8	
CAN FREN 10	French 204
	French 101 and 102
	French 203 and 204
CAN GEOG 2	Geography 110
CAN GEOG 4	Geography 160
CAN GEOL 2	Geology 101 and
	a 101L qqu shou w
CAN GEOL 4	Geology 201
CAN GOVT 2	Political Science 100
CAN HIST 8	History 170A
CAN HIST 10	
CAN HIST 16	History 110B
CAN HIST SEQ B	
	170B (VIENEWA)
CAN HIST SEQ C	
	History 110A and 110B
CAN JAPN 2	
CAN JAPN 4	
CAN JAPN SEQ A	Japanese 102 Japanese 101 and
only grade opin	Japanese 101 and
	102
CAN IOUR 4	102 Communications 233
CAN JOUR 4	Communications 233
CAN MATH 2	Communications 233 Mathematics 110
CAN MATH 2 CAN MATH 10	Communications 233 Mathematics 110 Mathematics 115
CAN MATH 2 CAN MATH 10 CAN MATH 16	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A and 150B Mathematics 150A
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B	Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 135 Mathematics 150A and 150B Mathematics 150A and 150B Mathematics 150A
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B CAN MATH SEQ C	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A and 150B Mathematics 150A and 150B and 250A Philosophy 100
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B CAN MATH SEQ C CAN PHIL 2 CAN PHIL 2 CAN PHIL 6	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A and 150B Mathematics 150A and 150B Mathematics 150A philosophy 100 Philosophy 106
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B CAN MATH SEQ C CAN PHIL 2 CAN PHIL 2 CAN PHIL 6 CAN PHYS 2	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A and 150B Mathematics 150A and 150B Mathematics 150A philosophy 100 Philosophy 100 Physics 211 and
CAN MATH 2 CAN MATH 10 CAN MATH 16 CAN MATH 18 CAN MATH 20 CAN MATH 22 CAN MATH 30 CAN MATH 34 CAN MATH SEQ B CAN MATH SEQ C CAN PHIL 2 CAN PHIL 2 CAN PHIL 6 CAN PHYS 2	Communications 233 Mathematics 110 Mathematics 115 Mathematics 125 Mathematics 150A Mathematics 150B Mathematics 250A Mathematics 130 Mathematics 135 Mathematics 150A and 150B Mathematics 150A and 150B Mathematics 150A and 150B and 250A Philosophy 100 Philosophy 106 Physics 211 and 211L

Number (Cont'd)	Courses (Cont'd)
CAN PHYS 4	Physics 212 and
	212L
CAN PHYS 8	Physics 225 and
owledge of satence	225L
CAN PHYS 12	Physics 226 and
	226L
CAN PHYS SEQ A	Physics 211 and
	211L and 212 and
	212L
CAN PHYS SEQ B	Physics 225 and
	225L and 226 and
	226L and 227 plus
CAN PSY 2	Psychology 101
CAN SOC 2	Sociology 101
CAN SPAN 2	
CAN SPAN 4	
CAN SPAN 8	Spanish 203
CAN SPAN SEQ A	Spanish 101 and 102
CAN SPCH 4	Speech Comm 102
CAN SPCH 6	Speech Comm 235

THE GOALS OF GENERAL EDUCATION

General education is central to a university education and should enhance students' awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying and communicating effectively these perspectives in tasks considered appropriate to particular courses.

The G.E. Program at California State University, Fullerton, is divided into four major categories:

- I. Core Competencies
- II. Historical and Cultural Foundations
- III. Disciplinary Learning
- IV. Lifelong Learning.

These four areas consist of lower-division (100- and 200-level) courses in areas fundamental to a university education and upper-division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower-division courses.

A fifth category includes goals for learning in the area of cultural diversity. Student work in Categories III and IV must include at least one three-unit course, identified with a star (*), that meets the learning goals for Category V, Cultural Diversity.

The goals of Category I, Core Competencies, are essential goals for the entire program of general education. Specifically, G.E. courses will include student writing assignments appropriate to the course. Writing assignments in G.E. courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of

writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade.

The learning goals specified in this document identify ideal student learning objectives for each G.E. category and subcategory.

Except where otherwise specifically provided for, no single course should necessarily be expected to pursue every goal specified for that course's category or subcategory, but the more goals that a particular course addresses the more appropriate that course will be as a general education offering.

I. CORE COMPETENCIES

Courses in Core Competencies (Oral and Written Communication and Critical Thinking) include the following overall goals for student learning:

- To organize one's thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
- To select and present clearly and effectively information and arguments for a variety of purposes and audiences.
- To recognize and evaluate with rigor the features, functions and contexts of language that express and influence meaning.
- To compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions and cultural values.
- To reflect in an open-minded manner on one's own thinking in relation to the ideas of others.
- To work effectively as a member of a collaborative team.

A. Oral Communication

Courses in Oral Communication include the following goals for student learning:

- To develop and present a clearly spoken message in English.
- To practice effective listening and speaking in a dialogue.
- To present an oral message clearly and effectively using relevant and adequate supporting evidence.
- To understand the influence of culture and context on oral communication.
- To understand and value difference in communication styles.
- To negotiate cooperative action and solutions to problems.
- To select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others.

B. Written Communication

Courses in Written Communication include the following goals for student learning:

- To develop and present a clearly written message in English.
- To express and advocate ideas clearly and effectively in writing.
- To support written arguments with relevant and adequate evidence.
- To demonstrate sensitivity to matters of style in written language.
- To assess with insight one's own writing by critiquing the writing of others.
- To synthesize learning through the medium of writing.

C. Critical Thinking

Courses in Critical Thinking include the following goals for student learning:

- To identify the relevant evidence and experiences needed to make a decision, solve a problem or create new knowledge.
- To clarify the facts, concepts, evidence and relationships that contribute to addressing questions and solving problems.
- To evaluate the quality and sufficiency of evidence and other forms of support for a position.
- To revise arguments and findings based on critical reflection.
- To recognize the explicit and implicit features in communication.
- To assess accurately similarities and differences in points of view.
- To monitor one's own comprehension and apply various strategies to clarify one's own thoughts and actions.
- To be organized, persistent and focused in thinking, inquiry and communication.

II. HISTORICAL AND CULTURAL FOUNDATIONS

Historical and Cultural Foundations include the Development of World Civilization and American History, Institutions and Values, the latter consisting of American history and government.

A. The Development of World Civilization Courses in Development of World Civilization include the following goals for student learning:

- To understand holistically the origins and historical development of world civilizations within a global context.
- To describe and analyze critically the reciprocal influence of Western and non-Western institutions, values and ideas.

- To recognize the forces that contributed to the particular development of diverse societies and shaped our present world.
- To recognize and understand the contributions of ethnic and gender groups to past and present societies in contexts of accommodation and resistance.
- To understand and describe critically major political, economic, intellectual and cultural themes recurring throughout the history of the world.

B. American History, Institutions and Values

Courses in American History, Institutions and Values include the following overall goals for student learning:

- To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
- To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion and the electoral process.

1. American History

Courses in American History include the following as principal goals for student learning.

- To recognize the significance of important cultural, intellectual, moral and political struggles that have shaped contemporary American society.
- To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions and values within contexts of cultural accommodation and resistance.

2. Government

Courses in Government include the following as principal goals for student learning.

- To assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions.
- To explain the processes and interaction between and among local, state and national government, with particular reference to California.
- To understand critically the structures, functions, and processes of the three branches of government and resulting public policies.
- To assess critically behavior and institutional practices in United States and California politics.

III. DISCIPLINARY LEARNING

Disciplinary Learning includes Mathematics and Natural Sciences (12 units minimum),
Arts and Humanities, and Social Sciences.

A. Mathematics and Natural Sciences

1. Mathematics

Courses in Mathematics include the following goals for student learning:

- To understand and appreciate the varied ways in which mathematics is used in problem-solving.
- To understand and appreciate the varied applications of mathematics to real-world problems.
- To perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
- To demonstrate knowledge of fundamental mathematical concepts, symbols and principles.
- To solve problems that require mathematical analysis and quantitative reasoning.
- To summarize and present mathematical information with graphs and other forms that enhance comprehension.
- To utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
- To explain the overall process and the particular steps by which a mathematical problem is solved.
- To demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

2. Natural Sciences

Natural Sciences include the following overall goals for student learning:

 To understand how different themes of science make connections within and between the different scientific disciplines. Examples of unifying themes are:

Energy Patterns of Change
Stability Scale and Structure
Evolution Science as Inquiry
System and Interactions

- To apply scientific methodology through active experimental methods and experiences (laboratory/activity).
- To evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
- To understand the dynamic and evolving nature of the sciences.

- To recognize the importance of scientific paradigms and methods in understanding scientific concepts.
- To solve theoretical or experimental problems that require knowledge of science concepts and scientific reasoning.
- To understand the issues raised by science for contemporary society and to appreciate the relevance and application of science in everyday life.
- To understand that there is synergism between science and technology advances in science drive new technologies and new technologies make possible new advances in science. The principles of science provide the underpinnings of technology and, consequently, technology should be taught in conjunction with content directly linked to the scientific disciplines.

a. Physical Science

Physical Science include the following goals for student learning:

 To understand appropriate science and technology concepts and principles as follows:

Major Ideas in Physical Science

- Energy exists in many forms. In any process, energy changes form and/or place, but the total amount of energy remains the same.
- Objects interact with one another by exerting forces. Unbalanced forces acting on an object cause change in the motion of the object.
- All matter has observable properties that depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions and interactions of matter.
- b. Earth and Astronomical Sciences
 Earth and Astronomical Sciences include
 the following goals for student learning:
- To understand appropriate science and technological concepts and principles as follows:

Major Ideas in Earth and Astronomical Sciences

- Earth materials and structures are organized in interacting systems; the earth itself is part of a planetary system.
- The earth changes continuously and is part of a universe that itself is changing. Energy and matter flow and cycle through earth and astronomical systems.

- Changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- Earth and astronomical systems can be understood by applying the basic principles of the physical and life sciences.
- c. Life Science include the following goals for student learning:
- To understand appropriate science and technology (see previous note) concepts and principles as follows:

Major Ideas in Life Science

- Living things are made of smaller structures whose functions enable the organism to survive
- Living things depend on each other and the physical environment as they interact to obtain, change and exchange matter and energy.
- The great diversity of living things is the result of billions of years of evolution of organisms through the mechanisms of heredity, random change and natural selection.

Implications and Explorations in Mathematics and Natural Sciences

Courses in this category draw upon, integrate, apply and extend knowledge and skills previously acquired in Category III.A. Disciplinary Learning: Mathematics and Natural Sciences. These courses have a substantial scientific and/or mathematical content and require completion of appropriate courses in Categories III.A.1 and III.A.2 as prerequisites to enrollment. In addition, courses in III.A.3. Implications and Explorations in Mathematics and Natural Sciences include the following goals for student learning:

- To understand broad, unifying themes in mathematics and/or science from crossdisciplinary perspectives.
- To solve complex problems that require mathematical and/or scientific reasoning.
- To relate mathematics and/or science to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

B. Arts and Humanities

The Arts and Humanities includes
Introduction to the Arts, Introduction to the
Humanities and Implications, Explorations,
and Participatory Experience in the Arts and
Humanities.

1. Introduction to the Arts

Introduction to the Arts include the following goals for student learning:

- To understand and appreciate one or more of the traditional artistic disciplines (art, dance, drama and music).
- Civilization.
- To recognize the social and cultural role that the arts play in a culturally diverse contemporary world.
- To understand creativity in the arts through direct participation either in the making or performing of art forms or through the experience of such a process by direct observation (such as attending dance or music concerts, plays or museums).
- To distinguish between subjective and objective responses to a work of art, and be able to articulate an informed opinion about the values of and differences between those responses.

2. Introduction to the Humanities Introduction to the Humanities include the following goals for student learning:

- To understand the distinctive characteristics of the humanistic perspective.
- To understand the historical and cultural factors, in a global context, that led to the development of the humanistic perspective.
- To understand the differences between the humanistic and other perspectives, as well as the differences among the humanistic disciplines.
- To understand and appreciate the contributions of the humanities to the development of the political and cultural institutions of contemporary society.
- To be familiar with and understand major texts (both written and oral), key figures, significant traditions and important themes in the humanities.
- To analyze the meaning of major texts (both written and oral) from both Western and non-Western cultures, either in English or, if appropriate, in the language of the texts being analyzed.
- To apply the humanistic perspective to values, experiences and meanings in one's own life, and demonstrate how understanding the humanities can shed light on what it means to be human today.

3. Implications, Explorations, and Participatory Experience in the Arts and Humanities

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.B. Disciplinary Learning: Art and Humanities, and require completion of appropriate courses in Categories III.B.1 and III.B.2 as prerequisites to enrollment. In addition, courses in III.B.3. Implications, Explorations and Participatory Experience in the Arts and Humanities include the following goals for student learning:

- To understand broad, unifying themes in the arts and/or humanities from crossdisciplinary perspectives.
- To solve complex problems that require artistic or humanistic understanding.
- To relate the arts and/or humanities to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the arts and/or humanities in a variety of settings, such as community-based learning sites and activities
- In arts courses, to deepen previously acquired artistic appreciation and understanding through participation either in the making or performing of art forms or through the experience of such a process by direct observation.

C. Social Sciences

Introduction to the Social Sciences and Implications, Explorations and Participatory Experience in the Social Sciences.

1. Introduction to the Social Sciences

Introduction to the Social Sciences include the following goals for student learning:

- To reflect on what it means to be a social being.
- To understand the role that cultural diversity plays in defining what it means to be a social being: the past and present processes of cultural differentiation in our own society or elsewhere.
- To understand the origins, workings and ramifications of social and cultural change in our own society or elsewhere.
- To understand what makes a social science different from other disciplines.
- To understand and compare the distinctive methods and perspectives of two or more social science disciplines.
- To understand major concepts, methods, theories and theorists in one or more of the social sciences.

- To apply these methods, perspectives and concepts to everyday, "real life" situations.
- To appreciate the relevance of the social sciences to social, political and/or economic institutions and behavior.
- To analyze and evaluate critically social science concepts and theories as applied to particular problems or themes.

2. Implications, Explorations and Participatory Experience in the Social Sciences

Courses in this category draw upon, integrate, apply, and extend knowledge and skills previously acquired in Category III.C. Disciplinary Learning: Social Sciences, and require completion of appropriate courses in Category III.C.1 as a prerequisite to enrollment. In addition, courses in III.C.2. Implications, Explorations and Participatory Experience in the Social Sciences include the following goals for student learning:

- To understand broad, unifying themes in the social sciences from cross-disciplinary perspectives.
- To solve complex problems that require social scientific reasoning.
- To relate the social sciences to significant social problems or to other related disciplines.
- When deemed appropriate, to apply disciplinary concepts from the social sciences in a variety of settings, such as community-based learning sites and activities.

IV. LIFELONG LEARNING

Lifelong Learning provides the opportunity for students to integrate the elements of their university experience (core competencies, historical and cultural foundations, and disciplinary learning) in attempting to address the complex context and trajectory of human life. Courses in this category include the following goals for student learning:

- To understand the human being as an integrated physiological, sociocultural and psychological organism.
- To understand the course of human life, that is, how human life and experience are constructed and altered through biological, psychological, social, scientific, technological and cultural influences.
- To understand conceptions of the course of human life from different cultural perspectives.
- To understand the importance of a lifelong commitment to physical activity and a healthy manner of living for both personal well-being and civic responsibility.
- To understand the basis and the means by which individuals and society make decisions.

V. CULTURAL DIVERSITY

Students must complete at least one threeunit course that includes all of the following learning goals for cultural diversity:

- To understand that culture is socially constructed and fundamental to social interaction.
- To appreciate the complex relationships that gender, ethnicity and class bring to a discussion of society and culture.
- To understand that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
- To recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Courses in General Education that meet these learning goals will be identified by a star (*) in appropriate publications.

GENERAL EDUCATION COURSE REQUIREMENTS

I. CORE COMPETENCIES (9 units minimum)

NOTE: A grade of C or better is required in sections I.A., I.B., and I.C. and III.A.1.

- A. Oral Communication (3 units minimum)
- B. Written Communication (3 units minimum)

Students must satisfy the English Placement (EPT) requirement prior to enrollment in the course

C. Critical Thinking (3 units minimum)

II. HISTORICAL AND CULTURAL FOUNDATIONS (12 units minimum)

- A. The Development of World Civilization (6 units minimum)
- B. American History, Institutions and Values (6 units minimum)

Courses in this section meet Title 5, section 40404 requirements by providing a "comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under the Constitution, and the process of state and local government."

- 1. American History (3 units minimum)
- 2. Government (3 units minimum)

NOTE: Transfer students from outside the State of California who have ALREADY completed a basic course in American Government may substitute Political Science 300 Contemporary Issues in California Government and Politics (3) for Political Science 100.

III. DISCIPLINARY LEARNING (27 units minimum)

A. Mathematics and Natural Sciences (12 units)

At least one laboratory course must be taken in III.A.2a., III.A.2b., III.2c or III.3. Approved laboratory courses are indicated with a dagger (†).

1. Mathematics (3 units minimum) Students must pass the Entry Level Mathematics (ELM) test before taking any course in this section.

- 2. Natural Sciences (6 units minimum including at least one laboratory course.)
- a. Physical Science (0-3 units; 3 units minimum must be taken in 2a Physical Science or 2b Earth and Astronomical Science)
- b. Earth and Astronomical Science (0-3 units; at least 3 units must be taken from 2a or 2b)
- c. Life Science (3 units minimum)
- Implications and Explorations in Mathematics and Natural Sciences (0-3 units)
- B. Arts and Humanities (9 units minimum)
- Introduction to the Arts (3 units minimum)
- 2. Introduction to the Humanities (3 units minimum)
- Implications, Explorations and Participatory Experience in the Arts and Humanities (6 units minimum)
- C. Social Sciences (6 units minimum)
- Introduction to the Social Sciences (3 units minimum)
- 2. Implications and Explorations in the Social Sciences (3 units minimum)

IV. LIFE-LONG LEARNING (3 units minimum)

V. CULTURAL DIVERSITY

One three-unit course identified with a star (*) from Sections III.B.3, III.C.2, or IV must be taken.

Teaching Credentials

INTRODUCTION

California State University, Fullerton offers a full range of national and state-approved credential programs leading to careers in education. From its earliest days to the present, this has been one of the chief missions of the university. Pursuing a teaching credential in California is a complicated matter because of the number of specific requirements that must be met. Credential requirements are established by the Legislature and enforced by the Commission on Teacher Credentialing (CTC). This commission also reviews and approves all credential preparation programs, such as those at the university. An academic major in education is not permitted in California, thus students seeking teaching credentials must do so in conjunction with, or after the completion of, a baccalaureate degree program in an academic area outside of education.

CSUF offers programs leading to basic teaching credentials, specialist credentials and services credentials. The specialist and services credentials, described briefly below, are more advanced programs designed to be taken in conjunction with graduate study.

In addition to the \$55 CSU Application Fee, all applicants to a credential program at CSUF will pay a \$50 Teacher Education Credential Program Application and Processing Fee. Instructions for applying to a Credential Program and submitting the fee can be obtained at the Admissions to Teacher Education Center, located in Education Classroom 190, or by calling (714) 278-3352, or visiting the website at http://hdcs.fullerton.edu/Education.

In this section of the catalog, information is presented regarding:

- A. Center for Careers in Teaching
- B. Basic Credential Programs
- C. The Multiple Subject Credential
- D. Multiple Subject Matter Preparation Program
- E. Blended Teacher Education Program
- F. The Single Subject Credential and Subject Matter Preparation Programs
- G. Education Specialist Credentials
- H. Services Credential Programs

A. CENTER FOR CAREERS IN TEACHING

Humanities 113 (714) 278-7130

www.fullerton.edu/cct

The Center for Careers in Teaching provides up-to-date, accurate information to students planning to become elementary, middle school, high school and/or special education teachers. Undergraduate students are encouraged to come to the center for early academic advising and counseling to best prepare for the credential programs at Cal State Fullerton. The Center for Careers in Teaching provides informative seminars throughout the semester where students learn about the various credential program requirements and how to efficiently blend requirements for General Education, a major and credential program prerequisites. These seminars and the other services provided by the center, including evaluation of transcripts for the Multiple Subject Matter Preparation Program, are geared toward the undergraduate planning to enter the teaching profession.

The Center for Careers in Teaching also works with local community colleges to facilitate the transition of transfer students who are planning to become teachers. The center's staff members meet with community college counselors to develop specific transfer plans for prospective teachers and are available to give classroom presentations upon request. Transfer students are encouraged to attend a seminar at the Cal State Fullerton campus even while attending the community college. See the Center for Careers in Teaching website for the current seminar schedule.



TEACHING CREDENTIALS

Education Classroom Building 190
(714) 278-3411
http://hdcs.fullerton.edu/Education

TEACHING CREDENTIAL PROGRAMS

Center for Careers in Teaching Basic Credential Programs

Multiple Subject Credential

Multiple Subject Matter Preparation

Program

Blended Teacher Education Program

Single Subject Credential and Subject Matter Preparation

Education Specialist Credentials

Mild/Moderate

Moderate/Severe

Early Childhood Special Education

Resource Specialist

Reading Specialist

Services Credentials

B. BASIC CREDENTIAL PROGRAMS

In California there are three basic teaching credentials: the Multiple Subject Credential, Single Subject Credential and the Education Specialist Credential. The Multiple Subject Credential authorizes a person to teach in a classroom where many different subjects are taught by a single individual, such as in elementary schools. The Single Subject Credential authorizes a teacher to teach in a classroom where only one subject is taught, such as a classroom in departmentalized high schools and junior high schools. Thus the person interested in elementary school teaching should pursue the program designed for the Multiple Subject Credential, and the person interested in teaching a specific subject at the junior high or high school level should pursue the program for the Single Subject Credential

The Education Specialist Credentials are designed for persons interested in working with children and adults with disabilities. Those who work with K-12 students should pursue the Mild/Moderate or the Moderate/ Severe Credential. Persons interested in working with infants, toddlers and preschoolers should pursue an Early Childhood Special Education/Specialist Credential.

In California a prospective teacher earns first a professional (preliminary) credential and then completes a two-year induction program. The professional (preliminary) credential is the basic credential for the beginning teacher.

Minimum Requirements for a Preliminary Multiple Subject, Single Subject or Education Specialist Credential

Although it is possible to complete the minimum requirements for a preliminary basic teaching credential in four years, it generally takes a good student with accurate academic advising about four and a half years full time to complete all the requirements for a preliminary basic teaching credential and a baccalaureate degree. The minimum requirements for a preliminary basic credential include:

- A baccalaureate degree in a field other than professional education from a regionally accredited college or university.
- An approved program of professional preparation, including supervised student teaching and passing teacher performance assessments. A two-semester or three-semester program may be taken during the fourth and/or fifth year of study. Cal State Fullerton offers national and state-approved professional preparation programs through the School of Education in the College of Human Development and Community Service. Further information about internships,

- including admission and prerequisite requirements, is provided in this catalog under the Departments of Elementary and Bilingual Education, Secondary Education, and Special Education.
- Passage of the California Basic Education Skills Test (CBEST), a test of reading comprehension, writing, critical thinking and mathematics skills. CSUF is one of the state-approved testing centers for this examination, as well as for other examinations used in the teacher credentialing process.
- 4. Demonstration of subject matter knowledge appropriate to the specific credential being authorized. This can be achieved either by passing a state-approved subject matter examination, which is the California Subject Examination for Teachers (CSET), or by completing a state-approved subject matter preparation program
- Satisfactory completion of at least two semester units of work on the provisions and principles of the U.S. Constitution or passage of an examination on this area.
- Passage of the Reading Instruction
 Competence Assessment (RICA), a statemandated examination for reading
 instruction. This is required for the
 Multiple Subject Credential and the
 Education Specialist Credentials, but
 not for the Single Subject Credential.

Overview sessions offered by the School of Education are helpful to those students who are ready to apply to a credential program. Schedules for these sessions are available in Education Classroom 190 or on the hotline at (714) 278-3411. (Listen for overview promptings.)

Internship Programs - All Credentials

CSUF offers internship programs in Elementary and Bilingual, Secondary and Special Education Credential Programs.

Candidates must be enrolled in the credential program.

C. MULTIPLE SUBJECT CREDENTIAL

In California, professional teacher preparation is a two- or three-semester program taken during the fourth and/or fifth year of college; there is no major in education. Since students devote their first three years of work to completing general education, major and subject matter preparation requirements, it is essential that students consider their selection of an academic major carefully.

The Center for Careers in Teaching, in conjunction with various departments, has developed sample academic plans that show students how to efficiently blend the requirements for graduation and admission to the credential program for a wide variety of

majors. These plans are posted on the Center for Careers in Teaching website (www.fullerton.edu/cct). According to California law, any major (other than education) can be selected.

D. MULTIPLE SUBJECT MATTER PREPARATION PROGRAM (MSMPP)

The Multiple Subject Matter Preparation Program requires course work in each subject area taught in the elementary classroom. A grade of C or better, or credit, is required in all classes used to meet the Multiple Subject Matter Preparation Program requirements. Students are reminded that any class also intended to apply to the major or GE must be taken for a letter grade.

The specific requirements of the CSUF Multiple Subject Matter Preparation Program are subject to change by the California Commission on Teacher Credentialing. Students enroll in this program by obtaining an official transcript evaluation through procedures established by the Multiple Subject Matter Preparation Program coordinator, whose office is located in the Center for Careers in Teaching, Humanities 113, (714) 278-7130.

1. Language Arts (21 units)

- 1.1 Written Communication: Completion of campus GE requirement (3)
- 1.2 Oral Communication: Completion of campus GE requirement (3)
- 1.3 Critical Thinking: Completion of campus GE requirement (3)
- 1.4 Language Structure and Acquisition
 - 1.41 Language Acquisition: English/Linguisitics 206, Reading 340, Speech Comm 407 (3)
 - 1.42 Language Structure: English 303 (3)
- Survey of literature: Asian American Studies 327, Chicana/o Studies 330, 333, 336, 337, Comparative Lit 110, 111, 324, 325, English 200, 211, 212, 221, 222, 381 (3)
- 1.6 Children's Literature: English 341, Theatre 311 (3)

2. History and Social Science (21 units)

- 2.1 U.S. Government: Completion of campus GE requirement (3)
- 2.2 U.S. History: History 180, 190, 170A, Honors 201A, American Studies 201
- 2.3 World History & Culture: History 110A (3)
- 2.4 World Geography: Geography 100, 160 (3)

- California Studies: American Studies 395, History 408, Liberal Studies 310 (3)
- 2.6 Cultural Diversity: Afro-American Studies 309, 310, 311, American Studies 301, 450, Anthropology 350, Asian American Studies 300, 340, 342, Chicana/Chicano Studies 305, 331, Geography 332, Sociology 357, Speech Comm 320, Women's Studies 302 (3)
 - 2.7 *Additional upper-division social science (3)
- * Requirements in American Studies, Child and Adolescent Development, Liberal Studies and other social science majors cover this requirement through classes in the major.

3. Mathematics (9 units)

- 3.1 Mathematics: Completion of campus GE requirement (3)
- 3.2 Math Concepts for Elementary Teachers: Mathematics 303A and Mathematics 303B (6)

4. Science (12 units)

Students fulfill this 12-unit section by taking 6 units of GE courses (4.1 and 4.2 or 4.3) and 6 units of Science Education (4.4) OR 9 units of GE courses (4.1 and 4.3) and 3 units of Science Education (4.4).

- 4.1 Life Science: Biology 101 or 102 (3)
- 4.2 Physical Science (Physics or Chemistry): Chemistry 100, 102, Physics 101 or 102 (0-3)
- 4.3 Earth/Space Science: Geology 101 or 102 (3)
- 4.4 Science Education: Science Ed 410 and/or 453 (3-6)
- 4.5 One lab required

5. Visual and Performing Arts (12 units)

- 5.1 **Art: Art 101, 380 (3)
- 5.2 **Music: Music 100, 101, 433 (3)
- 5.3 Dance: Dance 101, 471 (3)
- 5.4 Theater: Theatre 100, 402A (3)

Upper-Division Arts Education. At least 6 of the 12 units must be selected from: Art 380, Dance 471, Music 433, Theatre 402A

**Liberal Studies majors may address one domain (either 5.1 or 5.2) through Liberal Studies 302A, 302B, 303.

6. Physical Education (3 units)

Movement for Children: Kinesiology 386 (3)

7. Health (3 units)

7.1 Health Issues for Children: Health Science 358 (3)

8. Human Development (3-6 units)

8.1 Child and Adolescent Development majors: Child and Adolescent Studies 325A (3) plus 325B (3)

All other majors: Child and Adolescent Studies 312 or Psychology 361 (3)

9. Field Experience (3 units)

Ed Sec/Special Ed/Ed El 110 or Ed El 315A/B (3) plus four courses with field experience components.

10. Integrative Studies:

- Requirement met through interdisciplinary major (American Studies, Asian American Studies, Chicana/o Studies, Child and Adolescent Development, Liberal Studies, Women's Studies) or
- Met through two or more integrative studies courses

The above Multiple Subject Matter
Preparation Program has been designed for
maximal compatibility with the campus
General Education program. Nevertheless,
good academic advising and careful course
selection each semester are essential if a
person is to complete major requirements,
Multiple Subject Matter Preparation Program
requirements and General Education requirements in the most efficient way. Students are
urged to contact the Center for Careers in
Teaching, Humanities 113, or call (714)
278-7130 for transcript evaluation and
advising early in their academic careers.

The California Commission on Teacher Credentialing requires that students using a subject matter competency program rather than the examination undergo an assessment in addition to course grades. Information about the assessment associated with the Multiple Subject Matter Preparation Program can be obtained from the coordinator of the program.

E. BLENDED TEACHER EDUCATION PROGRAM

Students in the Blended Teacher Education Program (BTEP) combine their bachelor's degree requirements with credential program classes to simultaneously earn a baccalaureate degree and a Professional (preliminary) Credential. BTEP students complete the requirements for a bachelor's degree in either child and adolescent development or liberal studies and the requirements for a Professional (preliminary) Multiple Subject Credential (for teaching elementary school) and/or an Education Specialist Credential (for teaching special education).

This academically challenging program is ideal for the strong, committed student who plans to teach elementary school or special education. Field experiences working with children every semester from semester

2 through semester 8 are an essential element in the program. BTEP students also have regular contact with faculty from the Elementary and Bilingual Education
Department throughout their program of study.

Students admitted to BTEP are members of a learning community where they make close friends and establish support networks. Each semester, students take at least one or two classes reserved for BTEP students. Faculty members focus these classes on teacher preparation issues.

First-time freshmen may apply to the program March through June prior to their entering the university in the fall semester. Up to 75 freshmen are accepted for BTEP each year. Applicants are encouraged to apply early for priority consideration. Applications for admission to BTEP are processed through the Center for Careers in Teaching, Online applications may be downloaded from www.fullerton.edu/cct.

F. SINGLE SUBJECT CREDENTIAL AND SUBJECT MATTER PREPARATION

Although a person seeking a Single Subject Credential may complete any academic major, most people decide to complete the degree major closest to the subject field in which they wish to be authorized to teach. CSUF offers a Single Subject Credential program in each of the following state-authorized subject fields.

Art
Biology
Business Education
Chemistry
English (English, Theater)
French
German
Geology
Japanese
Mathematics
Music
Physical Education

Physics
Social Science (Anthropology, American
Studies, Economics, Geography,
Chicana/o Studies, History, Afro-Ethnic
Studies, Psychology and Sociology)
Spanish

To demonstrate subject matter competence, a person must either pass the appropriate state-approved examination, or complete a state-approved subject matter preparation program. These subject matter preparation programs generally coincide sufficiently with the degree major to make it possible to complete major requirements and subject matter preparation requirements using many of the same courses. But degree programs and subject matter preparation programs serve different purposes: taking one is not a guarantee

THE AMERICAN LANGUAGE PROGRAM

The American Language Program is a high-quality, non-credit intensive English program specifically designed to prepare international students for study in a U.S. college or university. TOEFL preparation is included for all levels. A Pre-MBA program is offered to students seeking to prepare for the MBA program here at Cal State Fullerton.

For more information, visit the American Language Program office on campus in T-14 or call (714) 278-2909, email alp@fullerton.edu, or see our website at http://alpfullerton.edu.

INTERNATIONAL PROGRAMS

University Extended Education extends the resources of the university into the global community via academic credit courses, certificate programs and other learning experiences. The programs are customized as needed to meet students' needs. A variety of methods are used to deliver the classes. Students may attend classes at Cal State Fullerton, or faculty may teach in the host country. Courses may also be delivered by distance education technology such as the Internet or interactive televised instruction.

PROFESSIONAL CONTINUING EDUCATION

Professional development programs are provided in a variety of areas through continuing education classes and certificate programs.

Programs for Educators

The many education reforms in California have created a heightened need for professional development for teachers. To meet this need, University Extended Education offers professional development opportunities for educators in the areas of reading, mathematics, fine arts, beginning teacher training, technology, educational leadership, special education and foreign language. Most courses are available online.

Certificate Programs

Extended Education offers more than 60 certificate programs. Program design and oversight is provided by advisory boards comprised of nearly 800 leaders from business and industry, and the Cal State Fullerton faculty. These board members share their expertise to create programs that are on the cutting-edge of current theory, practice and technology.

Certificate programs are designed for people who want formal recognition for completing a structured and rigorous course of study for a specific field that is not part of a university degree program. Certificates are awarded when participants complete course requirements.

Programs are currently offered in:

Banking & Finance Biotechnology Business & Management Computer IT Technologies Criminal Justice Digital Arts Education & Training Engineering Environmental Compliance Forensic Science Geriatric Care Management Gerontology Grant Preparation Human Resources International Business Manufacturing & Distribution Meeting Planning Mental Health Real Estate Appraisal

New programs are continuously being developed. For a free catalog or brochure, contact University Extended Education at www.csufextension.org or call (714) 278-2611.

DISTANCE EDUCATION

Distance Education classes and programs are delivered through telecommunications technologies such as interactive televised instruction (ITI) and the Internet. University Extended Education's Distance Education unit develops online courses and degree programs. and provides video/audio streaming, multimedia development and videoconferencing services. Current programs include ITI courses delivered from the Fullerton campus to the CSUF Garden Grove Center and the El Toro Campus, an exchange of two-way video classes with other CSU campuses, the ACME Program (in partnership with Warner Bros.), and a statewide nursing RN-to-BSN degree completion program.

Distance Education helped develop and continues to provide support for CSUFs first totally online master's degree – Instructional Design and Technology. Development of online formats for degree credit courses and certificate programs is ongoing. For more information, visit the Distance Education.

LIFELONG LEARNING

University Extended Education offers programs for personal enrichment including programs for children, youth and retired persons. Continuing Learning Experience (CLE), an organization of retired persons, provides about 180 course offerings a year. UEE also has a partnership with the Fullerton Arboretum to provide learning experiences for children and adults. UEE also holds Children's Summer Art Camp and Children's Summer Writing Camp, as well as other classes for children and teens in fall and spring.

UEE CLASS-SITE LOCATIONS

Cal State Fullerton Campus 800 N. State College Boulevard

CSUF Grand Central Art Center 125 N. Broadway, Santa Ana

CSUF @ Irvine
CPEI
8659 Research Drive, Irvine

International Education

INTRODUCTION

Today's university students face exciting new opportunities and challenges as they enter the 21st century. A study experience in another country is the ideal way to prepare students for the demands of a global economy and to enhance their potential for success in a multicultural working and living environment. Study abroad enables students to see things from another point of view, which helps them develop analytical and critical thinking skills. Living in another culture adds to understanding of oneself and the world around us. Career-wise, study abroad participants return from their experience with qualifications that distinguish their background from others.

Cal State Fullerton offers a variety of study abroad options.

- International Programs ("I.P.") The system-wide study abroad program of the California State University
- Cal State Fullerton International Exchange Programs
- Programs at other CSU campuses and Independent Study Abroad

The Office of International Education and Exchange, located in University Hall 244, is where students can go for information and advisement on study abroad. The office is staffed by a professional study abroad adviser and includes a Study Abroad Resource Library, as well as Internet resources. Students are advised to visit the Office of International Education and Exchange as early as possible in the planning process for their study abroad experience. Careful planning will result in selection of the best program for the student and minimize any potential difficulties with transfer credit or financial aid. The Office of International Education and Exchange can be reached at (714) 278-2787 or www.fullerton.edu/international/studyabroad/

THE CSU INTERNATIONAL PROGRAMS ("I.P.")

The International Programs is the system-wide study abroad program of the CSU. It is affiliated with over 70 distinguished universities and other institutions of higher education in 18 countries where students can pursue course work for CSU resident credit. Founded in 1963, the International Programs focuses on academic year studies and offers participants an array of study options related to specific degree and career objectives. International Program participants earn resident credit at Cal State Fullerton while pursuing full-time study at a host university or special study center abroad. Programs are available in the countries listed below.

Admission to the International Programs usually requires that students have upper-division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may participate in the intensive language acquisition programs in France, Germany and Mexico. California community college transfer students are eligible to apply directly from their campuses if they also apply for and meet the admission requirements of Cal State Fullerton and have a cumulative grade point average of 2.75 or 3.0, depending on the program for which they apply. Some programs also have language study or other course work prerequisites.

Participants in the International Programs pay most home campus fees in addition to a modest International Programs enrollment fee. Enrollment fees are kept at an affordable level because part of students' costs are supported by the State of California. Costs vary by country, as students are responsible for their own housing, meals, transportation and incidentals. If you qualify for financial aid you may apply it to your year abroad. The Office of International Education and Exchange works very closely with the Office of Financial Aid to maximize students' financial aid opportunities. The Office of International Education and Exchange provides five CSUF students with roundtrip airfare through an annual competition.

For more information, visit the Office of International Education and Exchange, University Hall 244 and review the International Programs website at www.gateway.calstate.edu/csuienet/. The application deadline is February 1 for most programs; May 1 for Australia and New Zealand. Applications are available in the Office of International Education and Exchange, University Hall 244.



DIRECTOR

Robert B. Ericksen

ASSOCIATE DIRECTOR

Lay Tuan Tan

STUDY ABROAD ADVISER

Iean Hotta, Patrick Frazier

PROGRAMS OFFERED

CSU International Programs
International Student Exchange Programs
Study Abroad Seminar Requirement
Study Abroad Programs at Other CSU
Campuses

DEPARTMENT WEBSITE

http://distance-ed.fullerton.edu.

Independent Study Abroad

Australia

University of Queensland Queensland University of Technolog (QUT) Griffith University

Sydney

University of Western Sydney (UWS) Macquarie University, Sydney

Melbourne

Victoria University of Technology

Canada

Anglophone Universities: Bishop University Concordia University McGill University

Francophone Universities:
Université Laval
Université de Montreal
Université de Sherbrooke
École de Hautes Etudes Commerciales de
Montreal (HEC)
École polytechnique
Université du Québec
Université du Québec à Chicoutimi

Université du Québec à Chicoutimi Université du Québec à Hull Université du Québec à Montreal Université du Québec à Trois-Rivères Université du Québec à Trois-Rivères Université du Québec en Abîtibi-Témiscamingue École de Technologie Supérieure

Chile

Pontificia Universidad Católica de Chile (Santiago)

China

Peking University, Beijing

Denmark

Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

France

Aix-en-Provence
Paris III-Censier
Paris VI-Pierre et Marie Curie
Paris VIII-Vincennes à Saint-Denis
Paris X-Nanterre
Paris XI-Orsay
Paris XII-Créteil
Paris XIII-Villetaneuse

Germany

Baden-Württemberg Student Exchange
Program including:
Fachhochschule Furtwangen
Universität Heidelberg
Universität Hohenheim
Pädagogische Hochschule Ludwigsburg
Fachhochschule für Technik, Mannheim
Fachhochschule Nürtingen
Fachhochschule Reutlingen,
Fachhochschule Rottenburg
Universität Stuttgart
Berufsakademie Stuttgart
Huchschule für Druck und Medien
Staatliche Hochschule für Musik, Trossingen
Universität Tübingen

Israe

The Hebrew University of Jerusalem University of Haifa University of Tel Aviv

Italy

CSU Study Center (Florence) Università degli Studi di Firenze La Accademia di Belle Arti di Firenze

Japan

Waseda University (Tokyo)

Korea

Yonsei University (Seoul)

Mexico

Instituto Technológico y de Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch) Massey University (Palmerston North)

Spain

Universidad Complutense de Madrid Universidad de Granada

Sweden

Uppsala Universitet

Taiwan

National Taiwan University National Tsing Hua University

United Kingdom

Bradford University
Bristol University
Hull University
Kingston University (Greater London)
Sheffield University
University of Wales, Swansea

Zimbabwe

University of Zimbabwe (Harare)

INTERNATIONAL STUDENT EXCHANGE PROGRAMS

Cal State Fullerton has direct institutional exchange programs with five universities. These exchange programs allow for the exchange of faculty and students for the purposes of teaching, study, research, and for the promotion of intercultural understanding and cooperation.

France - University of Paris

Germany - Fachhochschule Nurtingen

Japan - Nanzan University

Mexico - Universidad Autónoma de

Guadalajara

United Kingdom - Royal Holloway and

Trinity College Carmarthen

Additional exchange opportunities are under development at the time of catalog publication. Visit the Office of International Education and Exchange for further information.

The cost of participation varies from country to country, but in general, students pay their own Cal State Fullerton fees, housing, meals, transportation and incidental expenses. Often, costs are comparable to studying at Cal State Fullerton while living in a nearby apartment. Study abroad costs are kept as low as possible, and students who qualify for financial aid may apply it to their exchange program costs.

Academic advising before departure is essential. Before going abroad, the student and an academic adviser will complete an Academic Advisement Form to identify the Cal State Fullerton credit that will be awarded after completing the study abroad program. Students who plan ahead and work closely with their academic advisers usually get full credit for the classes they take abroad.

The application deadline is February 1 for most programs; October 1 and April 1 for others. Application forms and further information are available in the Office of International Education and Exchange, University Hall 244.

STUDY ABROAD SEMINAR REQUIREMENT

A two-day pre-departure seminar is required for participation in the CSU International Programs and for International Exchange Programs. The goals of this seminar include assisting students in adjusting to living in a new culture, understanding the intercultural adaptation process, and in developing strategies for managing culture shock. Speech Communications 322 (one credit unit, to be taken on a credit/no credit basis) is offered in fulfillment of this requirement. An additional short pre-departure practical orientation may also be required. Further information is available in the Office of International Education and Exchange.

STUDY ABROAD PROGRAMS AT OTHER CSU CAMPUSES

Cal State Fullerton students may participate in study abroad programs at other CSU campuses. The Blue Book, published by the Office of the Chancellor, is designed to market study abroad programs open to all CSU students. Copies of The Blue Book are available for review in the Office of International Education and Exchange, University Hall, room 244.

INDEPENDENT STUDY ABROAD

If none of the aforementioned programs meets a student's needs, another option may be to participate in a program run by a private organization or another university. There are literally thousands of such programs. Reference materials about such opportunities are kept in the Study Abroad Resource Library in the Office of International Education and Exchange, University Hall 244. Brochures advertising such opportunities are organized in the library by country, and students are invited to come in, browse through the materials, and take home any brochures that are of interest to them. Credit earned on these programs is subject to the approval of the appropriate academic department for determination of equivalency.

International Prog

International Programs



ASSOCIATE VICE PRESIDENT, ACADEMIC PROGRAMS

Keith O. Boyum

ACADEMIC PROGRAMS OFFICE

McCarthy Hall 111

INTRODUCTION

Cal State Fullerton is committed to bringing global materials and themes to the experiences of the university community. This mission leads the university to encourage and support student, faculty and staff international activities within normal constraints of budgets and competing obligations. Formally and informally, the world reaches out to our community, and Cal State Fullerton in turn reaches out to the world. As phrased in the university Mission & Goals, we seek to be a comprehensive, regional university with a global outlook.

The Office of Academic Programs, in cooperation with the Office of International Education and Exchange, coordinates all aspects of this commitment to academic internationalization. Specifically, the associate vice president for Academic Programs is responsible for overseeing and encouraging the internationalization of the curriculum. Toward this end, contacts are initiated with sister institutions throughout the world to foster cooperative programs, and often the exchange of faculty and students.

STUDENT INVOLVEMENT

Cal State Fullerton seeks to prepare students for a world in which the exchange of goods and people via modern means of travel is low-cost and frequent and in which the exchange of ideas via modern media and the Internet can be almost free. For some students this preparation involves study abroad for an extended period such as a year or a semester. Other students may take part in shorter experiences abroad, sometimes led by CSUF faculty. Still others find that faculty, staff and other members of our community (including students from other countries who study here) bring global or international outlooks that enrich life in and outside of the classroom.

INTERNATIONAL AGREEMENTS

Like most other universities in the United States, Cal State Fullerton also fosters a global outlook by establishing and maintaining official relationships with universities abroad. A growing list included forty institutional-level agreements as of spring 2003, a number that is sure to grow in the ensuing months and years. Some relationships between CSUF and non-U.S. institutions feature reciprocal short-term faculty exchanges; the exchange of lecturers, delegations, cultural groups, and artists; or agreements whereby Cal State Fullerton may temporarily hire needed faculty from non-U.S. universities. Other agreements facilitate the enrollment of students from abroad who wish to take short courses at Cal State Fullerton, study for a CSUF degree, or undertake research under the direction of CSUF faculty.

Cal State Fullerton's oldest institutional relationship, begun in 1984, is with Fudan University in Shanghai, China. Each June a CSUF delegation is hosted by Fudan; CSUF welcomes a professor from Fudan each year; and a variety of other exchanges occur from time to time.

Active international agreements with universities abroad included the following as of spring 2003.

Australia

Curtin University
University of New England

Cambodia

Pannasastra University

Chile

Universidad del Desarollo

China

Fudan University

Central University for Nationalities

Northwest University

Liaoning University

Weihai Campus, Harbin Institute of

Technology

Central-South University

Heibei University

Hong Kong University, School of

Professional and Continuing Education

Shanghai University

Southeast University

University of Tibet

Ecuador

Universidad del Pacifico

Finland

Lapeenranta University of Technology

France

University of Paris X

Germany

Fachhochschule Nürtingen Fachhochschule Karlsruhe

India

University of Delhi

Indonesia

Universitas Katolik Parahyangan

Japan

Nanzan University Okayama University

Lithuania

Kaunas University of Technology

Mexico

Universidad Autonoma de Guadalajara

Peru

Universidad San Ignacio de Loyola

Taiwar

National Sun Yat-sen University Chung Hua University Southern Taiwan University of Technology

Thailand

Chiang Mai University

Khon Kaen University

National institute of Development

Administration

United Kingdom

University of London Trinity College, Wales

Vietnam

University of Economics
National Economics University
University of Social Sciences &
Humanities

course previou

Hue University

Thu Duc University of Agriculture

INTERNATIONAL PROGRAMS

Two accredited master's programs are currently being offered overseas. The College of Business and Economics administers an MBA program at Universidad San Ignacio de Loyola in Lima, Peru. The College of Communications administers an M.A. in Communications through Hong Kong University's School of Professional and Continuing Education. Both of these master's programs are taught on site by CSUF faculty who spend a portion of each semester in the respective country. Some courses are also offered to students online via the Internet. Students in Peru and Hong Kong complete the same program as resident students enrolled in the U.S. and receive their degrees from Cal State Fullerton.

FURTHER INFORMATION

Faculty and staff interested in participating in an international exchange can contact the Office of Academic Programs, McCarthy Hall 111 (714.278.3602).

Students interested in studying abroad can refer to the "International Education" section of this catalog or contact the Office of International Education and Exchange, University Hall 244 (714.278.2787).

Curricula Information



CURRICULA INFORMATION

Course Descriptions

Course Numbering Code

Student-to-Student Tutorials

Independent Study

Cross-Disciplinary Programs

B.A. Special Major

Air Force Reserve Officer Training Corps (AFROTC)

Master of Library and Information Science Degree Program

Library Course

University Studies Courses

COURSE DESCRIPTIONS

Course descriptions briefly describe the content or subject matter to be covered and provide additional information on units of credit, the level of instruction (see course numbering code), prerequisites and the type of course (lecture, laboratory, activity, seminar and individually supervised work).

COURSE NUMBERING CODE

The first number in each course designation is intended to indicate the level of complexity of the course. In addition, the first number also is a rough index of the student's year of study at the university. The following are guidelines for course numbering.

001-099

Courses that carry no credit toward a degree or credential. Generally, developmental, remedial, or pre-college in content.

100-199

Lower-division courses designed primarily for freshman level, but also open to other students. These courses are generally introductory in nature and are usually designed without prerequisites.

200-299

Lower-division courses designed primarily for sophomore level, but also open to other students. Although there is no clear distinction between lower-division courses listed at the 100 or 200 level, there is an inherent assumption that students in these courses have acquired skills appropriate to the second year of university level work.

300-399

Upper-division courses designed primarily for juniors, but also open to other students. Third year or junior-level course work is likely to emphasize specialization in the disciplines. It is expected that specific prerequisites are used to indicate the necessary competencies required for study at this level. These courses do not give graduate credit.

400-499

Upper-division courses designed primarily for seniors, but also open to other students.

Prerequisite work is required. Course work is intended to provide depth of understanding or additional focus appropriate to the disciplines. Courses at the 400 level are sufficiently sophisticated for inclusion on graduate study plans if additional assignments are given to graduate students.

500-599

Courses designed for graduate students who are enrolled in advanced degree programs. The courses of study are advanced and specialized in nature and require substantial undergraduate preparation. Undergraduate students may enroll if they have reached senior status, have the prerequisites required for entry into the course, and have gained consent of the instructor. Courses at the beginning 500 level may be used on joint doctoral study plans if the approved program provides for such use.

600-699

Courses designed for graduate students beyond the master's level who are enrolled in joint-doctoral programs. The courses of study take up advanced topics using sophisticated approaches

that presume prior study at the graduate level within the same, or a closely related, discipline. Master's program students may enroll only with consent of both the instructor and the graduate adviser. Closed to undergraduates.

700-701

Course numbers for graduate and postbaccalaureate students (including those seeking a credential) to maintain continuous enrollment during a particular semester, when they are not enrolled in regular courses. These numbers do not represent courses and do not therefore grant credit.

900-999

Courses specifically designed for professional groups seeking vocational improvement or career advancement. Credit for these courses does not apply to undergraduate degrees, graduate degrees or credentials at the university.

An honors section of a course shall use the letter H. A laboratory course which accompanies another course should use the letter L. A variable topics course shall use the letter T.

A controlled entry course is one which has enrollment requirements in addition to any prerequisite courses. Additional requirements include prior approval of the instructor, special academic advisement, a qualifying exam, a placement test, an audition, a teaching credential, or similar special qualifications. Controlled entry courses are designated in the class schedule by using an appropriate explanatory footnote.

Special Course Numbers

For uniformity, certain types of courses have been listed by all departments and colleges with the same numbers: 499 and 599 are used respectively for undergraduate and graduate independent study; 496 for student-to-student tutorials; 497 and 597 for a project; and 498 and 598 for a graduate thesis.

Explanation of Course Notations

Certain notations are uniformly used in the course descriptions in this catalog.

 The figure in parentheses following the course title indicates the number of semester units for the course. Courses offered for varying units are indicated as (1-3) or (3-6).

- 2. A course listing such as Afro-Ethnic A Studies 108 (3) (Same as Linguistics 108) indicates that a student taking the course may choose to count it in either of those two disciplines.
- 3. A notation such as (Formerly 433) following the course title and the number of units indicates the same course previously was numbered 433.

STUDENT-TO-STUDENT TUTORIALS

The student-to-student tutorial provides a formal way to encourage students to learn through teaching. It also provides tutoring to all students who need and want tutorial assistance.

In those departments that choose to offer such courses, the courses are numbered 196 or 496 and carry one to three units of credit. The prerequisites include a grade point average of at least 3.0 and/or consent of the instructor. The tutor and tutee(s) will work in mutually advantageous ways by allowing all involved to delve more carefully and thoroughly into the materials presented in this specific course.

One to three students may be tutored by the tutor unless the instructor decides that special circumstances warrant increasing the usual maximum of three tutees. Three hours of work per week are expected for each semester unit of credit, and this work may include, apart from contact hours with tutees, such other activities as: tutorial preparations; consulting with instructors; reporting, analysis and evaluation of the tutorial experiences; and participation in an all-university orientation and evaluation program for tutors.

A maximum of three units may be taken each semester. No more than three units of any combination of tutorial courses (496) may count toward an undergraduate degree program. The course must be taken as an elective and not counted toward general education, major or minor requirements. The course can be taken on a credit/no credit basis by the tutor.

Requests for tutors must be initiated by tutees and can be initiated up until the official university census date. Tutors electing to respond to such requests will receive credits at the end of the semester and can register in the course until the official university census date. Both tutors and tutees must submit written reports, analyses and evaluations

of their shared tutorial experience to the instructor, and both must participate in an all-university orientation program, as well as in any conference or critique that the instructor of the course may require.

Further information can be obtained from the department in which the student is interested in a student-to-student tutorial.

INDEPENDENT STUDY

By registering for an independent study course, a student may pursue topics or problems of special interest beyond the scope of a regular course under the supervision of a faculty adviser. The work is of a research or creative nature, and normally culminates in a paper, project, comprehensive examination. or performance. Independent study units shall not be granted for teaching duties, administering classes, tutoring students or grading courses; or for internships. For independent study used on graduate study plans, 300-level courses may not be used as the sole basis for 499 Independent Study. 300- and 400-level course work may not be used as the sole basis for 599 Independent Study. 100- and 200-level courses may not be used as any part of the basis for 499 or 599 Independent Study.

Before registering, the student must get a topic approved by the instructor who will be supervising independent study and by the department chair. Independent study used on a graduate study plan must also be approved by the departmental graduate program adviser.

A student may take no more than six units of independent study at the undergraduate level (299 and 499 numbered courses) in a given semester. No more than nine units of independent study may be applied toward completion of the baccalaureate degree.

A graduate student may apply no more than six units of independent study (499 or 599 numbered courses) toward completion of the master's degree.

CROSS-DISCIPLINARY PROGRAM

A cross-disciplinary program is an endeavor involving two or more existing academic departments which need not be within the same school. Such programs are administered by program councils composed of representatives elected by participating departments.

Current programs include:

College of Humanities and Social Sciences

Asian Studies, Minor

Asian American Studies Option, B.A. Ethnic Studies

Asian American Studies, Minor
Environmental Studies, M.S.
Gerontology, M.S.
Gerontology, Minor
Latin American Studies, B.A.
Latin American Studies, Minor
Liberal Studies, B.A.
Special Major, B.A.
Women's Studies, B.A.
Women's Studies, Minor

The program descriptions are located within the departmental section of this catalog.

B.A. SPECIAL MAJOR

The undergraduate special major program provides opportunities for selected students to pursue individualized programs of study leading to a degree when legitimate academic and professional goals can be satisfied by a judicious selection of courses from two or more fields, and when these aims cannot be satisfied by the authorized standard degree majors, double majors, or other available cross-disciplinary programs. The special major program is designed for exceptional cases of individual students only and provides an opportunity to develop a concentration or specialization outside of existing majors. This program is not intended as a means of by-passing normal graduation requirements or as a means by which students who fail to complete the degree major in which they are enrolled may graduate.

Students interested in a bachelor's degree with a special major should consult with the Office of Academic Advisement. Guidelines for developing the major are as follows:

- Entrance to the special major program is normally at the beginning of the junior year (60 units remaining for graduation).
- The minimum requirement for the major is 48 units. A minimum of 36 upperdivision units must be included in the major.

- Although students may include on their study plans, course work in progress and a maximum of 12 units of course work completed prior to the time of filing, approval of these courses is not automatic.
- No more than six units of 499 (Independent Study) and/or internship course work may be included in the major.
- Neither lower- nor upper-division courses applied to general education breadth requirements will be applicable toward the major.
- At least three units of appropriate course work in methodology shall be included in the student's study plan. Where appropriate, this requirement may be waived by the University Curriculum Committee.
- All courses in the major must be taken for a letter grade. A grade-point average of 3.0 in the major is required for graduation.
- Prior to taking any substitute course work, a petition for change of the study plan must be approved by the student's adviser and the University Curriculum Committee.
- 9. A senior thesis shall be written by the student in this program during the semester preceding graduation. This thesis must show scholarly evidence of the merit in the student's choice of an interdisciplinary program. This paper shall be written under the direction of the student's special major adviser and approved by the faculty designated by the departments represented on the student's study plan.

AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)

Through arrangements with Loyola Marymount University (LMU) in west Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. AFROTC offers one to four-year scholarships, many of which pay the full costs of tuition, books and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at (310) 338-2770.

MASTER OF LIBRARY AND INFORMATION SCIENCE DEGREE PROGRAM

Pollak Library (South Wing) 67 (714) 278-2064

The Master of Library and Information
Science (MLIS) degree program is offered on
the Cal State Fullerton campus by San Jose
State University's College of Library and
Information Science. Accredited by the
American Library Association in 1969, the
SJSU College of Library and Information
Science (SLIS) was accorded its most recent
accreditation update in January 2000, making
it the only ALA accredited program in the
23-campus California State University
system.

San Jose State began offering classes at Cal State Fullerton in 1989 and has enjoyed continuous growth since that time. Applicants are screened and admitted by San Jose State even though they plan to take classes through the distance education program at Cal State Fullerton.

The program requires the successful completion of 42 units, and it may be taken in its entirety at Fullerton. In addition to the MLIS, the program also offers an accredited School Library Media Credential, as well as an emphasis in archival studies.

For further information, call MLIS's Cal State Fullerton office at the above number or visit the school's website at http://witloof.sjsu.edu.

LIBRARY COURSE

Course is designated as LIBR in the class schedule.

302T Library Research Methods for Specific Majors (1)

Library research methodology and introduction to library resources in special subject areas such as business, education and science.

UNIVERSITY STUDIES COURSES

Courses are designated as UNIV in the class schedule.

100 Introduction to University Studies (1-3)

Prerequisite: consent of director of academic advising services. Designed for first-time freshmen in learning communities. Provides support in transition from high school to university study. Introduction to higher education structure and expectations, general education, roles and responsibilities of university students. The seminar is offered for 1, 2 or 3 units in the fall and/or spring semester. Extensive reading and writing assignments related to the first year college experience are required. Three units maximum.

496 Student-to-Student Tutorial (1-3)

Prerequisites: a 2.75 or higher grade point average and simultaneous assignment as a peer mentor in section of University 100. Instructional assistance to incoming freshmen by advanced peer mentors. In collaboration with faculty member and a student affairs professional, peer mentors assist in a variety of University 100 instructional and student support activities, including tutoring, developing topics and modules for University 100, and the analysis and evaluation of the first-year experience.

499 Independent Study (1-3)

Prerequisite: consent of instructor and approved learning plan. Independent research or applied project, under the direction of a faculty member. May be repeated for a maximum of six total units of credit.

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Faculty and Administration



Emeriti

(Year in parentheses indicates date of appointment as a full-time member of the faculty or administration.)

SHIELDS, L. DONALD (1966),

President; and Professor of Chemistry, Emeritus B.A., University of California, Riverside; Ph.D., University of California, Los Angeles

COBB, JEWEL PLUMMER (1981),

President; and Professor of Biological Science, Emeritus B.A., Talladega College; M.S., Ph.D., New York University

ADAMS, GENE M. (1973),

Professor of Kinesiology and Health Promotion, Emeritus B.S., M.S., University of California, Los Angeles; Ph.D., University of Southern California

ADAMS, RAYMOND V. (1960),

Professor of Physics, Emeritus B.S., Kansas State University, Ph.D., California Institute of Technology

ALEXANDER, JAMES P. (1960),

Professor of Communications, Emeritus B.A., M.S., University of Southern California; Ed.D., University of California, Los Angeles

ALEXANDER, JOHN A. (1994),

Professor of Music, Emeritus

B.M., Oberlin College; M.M., University of Kentucky

ANDERSEN, LINDA R. (1970),

Professor of Foreign Language and Literatures - French, Emeritus B.A., Kalamazoo College; M.A., Ph.D., University of California, Los Angeles

ANDREAS GROTKE, LEANNE L. (1978),

Associate Director of Athletics, Emeritus B.S., Bowling Green University; M.S., Indiana University

ARANA, OSWALDO (1965),

Professor of Foreign Languages and Literatures - Spanish, Emeritus B.A., Texas Christian University; M.A., Ph.D., University of Colorado

ARMS, BARBARA (1980),

Professor of Dance, Emeritus

ATKIN, KENWARD L. (1974),

Professor of Communications, Emeritus A.B., M.B.A., University of Michigan; Ph.D., Michigan State University

AUSTIN, DON D. (1963),

Professor of English and Comparative Literature, Emeritus B.A., M.A., University of Redlands; Ph.D., University of Washington

AYANIAN, ROBERT (1977),

Professor of Economics, Emeritus B.S., Clarkson College; M.S., University of Wisconsin; Ph.D., University of California, Los Angeles

BADEN, NANCY T. (1969),

Professor of Foreign Languages and Literatures, Emeritus B.A., M.A., Ph.D., University of California, Los Angeles

BAILEY, C. IAN (1972).

Professor of Kinesiology and Health Promotion, Emeritus Diploma, Carnegie College of Physical Education; M.A., Colorado State College; Ph.D., University of Utah

BAKER, CHARLES A. (1975),

Professor of Music, Emeritus B.M., M.M., D.M.A., Eastman School of Music, University of Rochester

BAKER-JORDAN, MARTHA J. (1975),

Professor of Music, Emeritus B.S., Anderson College; M.M., Southern Illinois University; Ed.D., Nova University

BALDWIN, SIDNEY (1967).

Professor of Political Science, Emeritus B.A., Wesleyan University; M.P.A., Ph.D., Syracuse University

BANKS, DORIS (1967),

Director of Division and Professor of Library Science, Emeritus B.S.Ed., State University of New York; M.S., Syracuse University; M.P.A., University of Southern California

BARATH, ROBERT M. (1974),

Professor of Marketing, Emeritus B.B.A., Cleveland State University; D.B.A., Kentucky State University

BARISH, NATALIE (1966),

Professor of Biology, Emeritus

A.B., Goucher College; M.A., Indiana University; Ph.D., Ohio State University

BARNES, BETTY J. (1972) (ETGI) A TRIBADSI MAMIAHO

Professor of Elementary and Bilingual Education, Emeritus B.A., Pomona College; M.A., Ph.D., Claremont Graduate School

BARON, AILEEN G. (1973),

Associate Professor of Anthropology, Emeritus
B.A., California State University, Fullerton; M.A., Ph.D., University
of California, Riverside; Ph.D., University of Chicago

BARRETT, JEAN A. (1963),

Professor of Health, Physical Education and Recreation,

B.S., Cortland State Teachers College; Ed.M., Ed.D., University of Buffalo

BECKETT, RALPH L., SR. (1970),

Professor of Speech Communication, Emeritus

A.B., M.A., Ph.D., University of Southern California

BECKMAN, WALTER F. (1971),

Professor of Educational Administration, Emeritus

B.A., Northern Illinois University; M.A., Northwestern University;

Ph.D., Claremont Graduate School

BELL, TONY (1968),

Professor of Sociology, Emeritus

B.A., M.A., University of California, Santa Barbara; Ph.D., University of Texas

BELL, WILLIAM E. (1969),

Professor of Marketing, Emeritus

B.A., M.B.A., D.B.A., Michigan State University

BELLOT, LELAND I. (1964),

Professor of History, Emeritus

B.A., Lamar State College; M.A. Rice Institute; Ph.D., University of Texas

BENSON, RUSSELL V. (1965),

Professor of Mathematics, Emeritus

B.E.E., Cornell University; M.A., Ph.D., University of Southern

California; M.Div., Fuller Theological Seminary

BIGELOW, RALPH (1966),

Dean, Admissions and Records, Emeritus

B.A., M.A., University of Rochester, Ph.D., University of Southern

California

BLEND, HARVEY (1963),

Professor of Physics, Emeritus

B.S., University of Texas; M.S., Ph.D., University of California,
Los Angeles

BLOOD, STANLEY R.

Supervisor of Building Trades, Emeritus

BOARINO, GERALD L. (1965),

Professor of Spanish, Emeritus

B.A., M.A., Ph.D., University of California, Berkeley

BOSTON, ROSEMARY (1969),

Professor of English and Comparative Literature, Emeritus B.A., Baldwin-Wallace College; A.M., University of Pennsylvania; Ph.D., University of Washington

BRADSHAW, L. JACK (1965),

Professor of Biology, Emeritus

B.A., Ph.D., Stanford University

BRAGG, MARY JANE (1966),

Librarian, Emeritus

B.A., Occidental College; M.A., Columbia University; M.L.S., University of California, Los Angeles

BRATTSTROM, BAYARD H. (1960).

Professor of Zoology, Emeritus

B.S., San Diego State University; M.A., Ph.D., University of California, Los Angeles

BREESE, LAUREN W. (1965), GOOD OF GROOM OF SETTEUR

Professor of History, Emeritus

B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles

BROCK, RICHARD R. (1973), Management of the second of the

Professor of Civil Engineering, Emeritus

B.S., M.S., University of California, Berkeley; Ph.D., California

Institute of Technology

BROWN, DANIEL A. (1972),

Professor of Religious Studies, Emeritus

S.T.B., S.T.L., Marianum, Rome; Ph.D., Catholic University

BROWN, GILES T. (1960).

Associate Vice President, Academic Programs and Graduate Studies; and Professor of History, Emeritus

B.A., San Diego State University; M.A., University of California,
Berkeley; Ph.D., Claremont Graduate School

BROWN, MICHAEL E. (1967),

Professor of Political Science, Emeritus

B.A., California State University, Long Beach; Ph.D., University of Southern California

BROWNING, ROBERTA F. (1970),

Director, Career Development and Counseling Center, Emeritus B.A., Bucknell University; M.S., California State University, Fullerton

BRUCE, GRADY D. (1981),

Professor of Marketing, Emeritus

B.B.A., University of Texas; M.B.A., Ph.D., Louisiana State University

BRUGALETTA, JOHN J. (1970),

Professor English and Comparative Literature, Emeritus B.A., M.A., Arizona State University; Ph.D., University of Missouri

BRYDEN, JOHN H. (1961),

Professor of Chemistry and Biochemistry, Emeritus
B.S., College of Idaho; M.S., California Institute of Technology;
Ph.D., University of California, Los Angeles

BUCUZZO, JOSEPH J. (1970),

Associate Professor of Mathematics, Emeritus
B.S., M.A., University of Massachusetts; Ph.D., University of
Notre Dame

BUESO, ALBERTO T. (1974),

Professor of Finance, Emeritus

B.S., University of Illinois; M.B.A., California State University, Fullerton; Ph.D., University of Texas

BURK, JACK H. (1971),

Professor of Biological Science, Emeritus

B.S., Fort Lewis College; Ph.D., New Mexico State University

BUSTER, EDMOND B. (1981),

Advisory Board Member, Emeritus

CALHOUN, FENTON E. (1970),

Associate Professor of Communications, Emeritus

B.A., Michigan State University; M.A., Ph.D., Wayne State

University

CALLISON, WILLIAM L. (1974),

Professor of Educational Administration, Emeritus

B.A., Occidental College; Ph.D., Stanford University

CAPELLE, RUTH M. (1972),

Professor of Art, Emeritus

B.A., Sarah Lawrence College; M.A., Mills College; Ph.D., University of California, Los Angeles

CARTER, CHARLES C. (1977), purposes and content of the content of

Lecturer in Physics, Emeritus

B.A., Pomona College; M.S., Massachusetts Institute of Technology; Ph.D., Rockefeller University

CARTLEDGE, SAMUEL (1966),

Associate Professor of Foreign Languages and Literatures, Emeritus A.B., King College; Ph.D., Yale University

CARY, ALICE L. (1966), ALICE STATE OF THE ST

Professor of English, Emeritus

B.A., Ph.D., University of Oklahoma

CASTELLANOS, GLORIA G. (1970), (8891) SILIATAM HPINAA

Professor of Mathematics, Emeritus

B.A., Pre-University Institute, Camaguey, Cuba; M.A., California State University, Fullerton; Ph.D., University of Havana

CHAPMAN, ROBERT L. (1973),

Associate Professor of Management, Emeritus

B.S.M.E., M.S., University of North Dakota; Ph.D., University of Chicago

CHIANG, GEORGE C. (1967), CONTRACTOR OF THE CONT

Professor of Civil Engineering, Emeritus

B.S., National Taiwan University; M.S., University of Southern California; Ph.D., Stanford University

CHU, KWANG-WEN (1970), and baseling distant to receive

Professor of Economics, Emeritus

B.A., National Taiwan University; M.A., University of Minnesota; Ph.D., University of California, Los Angeles

CLAPP, MICHAEL H. (1969),

Professor of Mathematics, Emeritus

A.B., Occidental College; M.A., M.S., Ph.D., University of Washington

COLEMAN, JACK W. (1968),

Vice President, Academic Affairs; and Professor of Accounting, Emeritus

B.S., Kansas University; M.B.A., University of Michigan; D.B.A., Indiana University

COLEY, SORAYA M. (1981),

Dean, School of Human Development and Community Service; and Professor of Human Services, Emeritus

A.B., Lincoln University; M.S.S., Ph.D., Bryn Mawr College

COLGAN, FRED R. (1965), Support Springer 100

Professor of Management, Emeritus

B.S., M.S., Ph.D., University of Southern California

CONANT, JAMES C. (1971),

Professor of Management, Emeritus

A.B., Whittier College; Ph.D., University of Southern California

COOPER, JOHN D. (1970),

Professor of Geological Sciences, Emeritus

B.S., University of Michigan; M.A., Ph.D., The University of Texas, Austin

COPPEL, LYNN M. (1968),

Librarian, Emeritus

B.S., University of Arizona; M.A., University of Denver; M.S., California State University, Fullerton

CORDOVA, JACQUELINE M. (1971),

Professor of Foreign Languages and Literatures, Emeritus B.A., M.A., California State University, Sacramento; M.A., Ph.D., University of California, Los Angeles

COREY, GERALD F. (1972),

Professor of Human Services, Counseling, Emeritus
B.A., M.A., Loyola University of Los Angeles; Ed.D.,
University of Southern California

CORMAN, EUGENE J. (1966),

Professor of Accounting, Emeritus

B.Sc., M.B.A., University of Santa Clara; C.P.A.; D.B.A., University of Southern California

Registered Nurse, Emeritus

COX, MIRIAM S. (1967), automatic antinuous A lo receitors

Professor of English, Emeritus Diagramma and All Market

B.S., Utah State University; M.S., University of Idaho

CRABBS, JACK A., Jr. (1973), (0500) M 3DYOL MENDOLIS

Professor of History, Emeritus,

B.A., State University of Iowa; M.S.F.S., Georgetown University; Ph.D., University of Chicago

CRARY, DANIEL R. (1974),

Associate Professor of Speech Communication, Emeritus B.A., M.A., Ph.D., University of Kansas; B.D., Golden Gate Theological Seminary

CRIMMINS, MARY E. (1981),

Librarian, Emeritus

Ed.B., Rhode Island College; M.L.S., University of Rhode Island; M.S.Ed., Northern Illinois University

CROWLEY, RONALD J. (1965), appropriate to the season?

Professor of Physics, Emeritus

B.S., M.A., Ph.D., University of Southern California

CUMMINGS, FRANK E. (1982),

Professor of Art, Emeritus

B.A., California State University, Long Beach; M.A., California State University, Fullerton

CUMMINGS, SHERWOOD P. (1963),

Professor of English, Emeritus

B.S., University of Illinois; M.A., Ph.D., University of Wisconsin

CURRAN, DARRYL J. (1967),

Professor of Art. Emeritus

B.A., M.A., University of California Los Angeles

CUSICK, JAMES W. (1961).

Professor of Secondary Education, Emeritus

B.S., Montana State College; M.A., Washington State University; Ph.D., University of Minnesota

DAVENPORT, CALVIN A. (1969),

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Index

Academic Advisement, 472

Academic Advisement Center, 431, 473

College offices, 472

Departmental Advisers, 473

General Education, 472, 543

Undeclared Majors, 473

Academic Affairs

Vice President, 430

Academic Appeals, 452

Academic Programs, 431, 537

Academic Renewal, 514

Academic Senate, 431

Academic Services, 456

Accountancy, Master of Science degree, 45

Accounting concentration, 95, 100

Accounting courses, 48

Accreditation, 13

ACT tests, 480

Adjunct enrollment, 532, 552

Administration

Directory of faculty, 583

University, 19

Administrative Services Credential Program, 155, 552

Admission, 447

Advanced Placement, 491

Admission with distinction, 440

Application for, 484

Cancellation of, 490

Computer Competency, 481

Credential programs, 549

Eligibility Index, 478

Impacted Programs, 485

International students, 488

Former students, 490

Freshman, 478, 487

Graduate students, 524

High school students, 488

Nonresidents, 482

Postbaccalaureate students, 485

Procedures, 484

Provisional, 487

Readmission, 490

Requirements, 487

Residence statement, 482

TOEFL Requirement, 480

Undergraduate transfers, 479

Admissions and Records, 431

Adult Re-Entry Center, 457

Advertising Concentration, 119

Advisement, Academic, 472

Advisory Board, 12

Affirmative Action, 521

Afro-Ethnic Studies, 51

Courses, 52

Major, 51

Minor, 52

Alumni, 17

American Language Program, 489, 533, 554

American Studies, 54

Bachelor of Arts degree, 54

Courses, 55

Master of Arts degree, 55

Minor, 55

Analytical Studies, 433

Answers to Your Questions, 475

Anthropology, 58

Bachelor of Arts degree, 58

Courses, 60

Master of Arts degree, 59

Minor, 59

Museum, 466

Application, 484

Fee, 498

Arboretum, 468

Architectural Engineering, 174

Art, 65

Art Center, 468

Art History, 66

Bachelor of Arts degree, 65

Bachelor of Fine Arts, 67

Courses, 71 California Desert Studies Center, 443 California Public Archeology Center, 443 Education courses, 78 Gallery, 466 California State University, 8 Campuses of, 8, 10 Master of Arts degree, 69 Master of Fine Arts degree, 70 Costs and sources of funds, 500 Minor, 69 California State University, Fullerton, 12 Administration, 19 Museum studies certificate, 71 Articulation (CAN), 544 Advisory Board, 12 Alumni, 17 Arts, College of the, 24 Foundation, 17 Asian American Studies, 79 Courses, 81 El Toro Campus, 15 Major, 79 Camp Titan, 461 Campus Tours, 459 Minor, 81 Career Planning and Placement Center, 453 Asian Studies, Minor, 83 Assistant Deans, Student Affairs, 452 Careers in Teaching Center, 549 Centers, research, 443 Associated Students, Inc., 460 Fee, 499 Certificate Programs Productions, 460 Extended Education, 554 Museum Studies, 71 Association for Intercultural Awareness, 460 Athletic Training Education Program, 254 Teachers of English to Speakers of Other Languages, 300 Athletics, 463 Computing for Elementary School Teachers, 164 Academic Services, 465 Challenge examination. See Credit by examination, 513 Chancellor's Office, 11 Mar Program, 236 184 printing mod issurgence Auditors, 497 Change of major, 443 Bachelor's Degree, 539 Chemistry, 102 Degrees offered, 538 General requirements, 539 Bachelor of Arts degree, 103 Bachelor of Science degree, 103 Graduation requirements, 538 Second, 541 Biochemistry, Bachelor of Science degree, 102 Courses, 105 Bilingual/Bicultural Ed, Master of Science degree, 160 Master of Science degree, 104 Bilingual/Cross Cultural Studies (BCLAD), 160 Biochemistry, Bachelor of Science degree, 102 Minor, 104 Chicano Resource Center, 436 Biological Science, 85 Chicano Studies, 110 Bachelor of Science degree, 85 Courses, 88 - Courses of Agent Courses, 111 Major, 110 Master of Science degree, 87 Minor, 111 1919 409 204 nol 116575 Escued consequence Biotechnology, minor, 87 Child and Adolescent Studies, Department, 114 Biology. See Biological Science, 85 Courses, 116 Birth control information services. See Health Center, 457 Bookstore. See Titan Shops, 469 Child and Adolescent Development Business Administration, 94 Bachelor of Science degree, 114 Minor, 115 Bachelor of Arts degree, 94 College of, 26 moltatorient, sarbard lateramment of the present of Children Who Stutter Center, 444 Courses, 100 Children's Center, 461 Chinese courses, 306 Master of Business Administration, 98 Minor, 98 Christian Studies, minor, 129 Business Studies, Center for, 443 Civil Engineering, 173 Calendar, 6 Bachelor of Science degree, 174 Courses, 176 California Articulation Numbers (CAN), 544 Master of Science degree, 175

Class Attendance, 509 Credit Classroom Technology Support Center, 432 Advanced placement, 491 Class Levels, undergraduate, 508 By examination (types of exams), 491, 492 Cognitive Development Laboratory, 447 Extension course, 493, 532 College Level Examination Program (CLEP), 493 College level examination, 493 Communications, 118 Correspondence course, 493 Bachelor of Arts degree, 1183 Challenge examinations, 513 College of, 30 Military service, 493 Courses, 122 Non-collegiate Instruction, 493 Master of Arts degree, 121 Summer Session, 497, 532 Communicative Disorders Transfer, 441, 532 Bachelor of Arts degree, 401 Unit of, 508 Master of Arts degree, 404 Criminal Justice, 144 Community Collaboration Center, 444 Bachelor of Arts degree, 144 Community Service-Learning Center, 444 Courses, 145 Community support groups, 17 Minor, 145 Comparative Literature, 195 Cross-disciplinary university programs, 561 Bachelor of Arts degree, 196 Daily Titan, 467 Courses, 199 Dance, 413 Master of Arts degree, 196 Bachelor of Arts, 417 Comparative Religion, 127 Courses, 418 Courses, 130 Dean's List, 441 Computer Competency, 481 Decision Research Center, 447 Computer Education Decision Sciences Concentration in Master's Degree, 240 Emphasis, M.S. Education, 162 Degrees offered, 538 Computer Science, 133 Demographic Research Center, 444 Bachelor of Science degree, 133 Developmental Research Center, 447 Courses, 135 Dining and Vending Services, 467 Master of Science degree, 134 Disabled Student Services, 453 Minor, 134 Discipline. See Student Conduct, 517 Concurrent enrollment, 497 Dishonesty, academic, 514, 518 Conduct, students, 517 Disqualification, Academic, 517, 530 Continuing Education. See Extended Education, 553 Distance Education, 432, 554 Continuing Learning Experience, 18 Diversity Emphasis, M.S. Education, 162 Continuous residency, 516 Drama. See Theatre, 413 Correspondence courses, credit for, 493 Drops, instructor initiated, 509 Costs and sources of funds, 500 Earth Science. See Geology, 215 Counseling, 140 E-Commerce Courses, 142 Concentration, M.B.A., 100 Master of Science degree, 140 Concentration, M.S. Information Systems, 240 MFT Licensure, 141 Economic Education Center, 444 Counseling and Psychological Services, 453 Economic and Environmental Studies, Institute for, 447 Course fees, miscellaneous, 500 Economics, 148 Course numbering codes, 560 Bachelor of Arts degree, 149 Credential programs, 549 Concentration, B.A., 95 Multiple Subject, 550 Concentration, M.B.A., 100 Single Subject, 551 Courses, 151 Master of Arts degree, 150 (MAD) grading// gra Minor, 149

Education, Doctorate, 156 Ethnic Studies programs Education, Master of Science Degree Afro-Ethnic Studies option, 51 Bilingual/Bicultural, 160 Asian American Studies option, 79 Elementary, 161 Chicano Studies option, 110 Reading, 374 Ethnographic Cultural Analysis Center, 445 Educational Administration, 155 Examinations Secondary Education, 382 Challenge Exams, 513 Special Education, 397 College level program, 493 TESOL, 303 English placement test, 481 Educational Administration, 154 Entrance Courses, 156 ACT and SAT, Graduate, 480, 525 Master of Science degree, 155 Entry level mathematics, 481 Educational Opportunity Program, 456 TOEFL, 480, 525 El Toro Campus, 15 Excellence in Science and Mathematics Education, Center, 445 Electrical Engineering, 181 Extended Education, 553 Bachelor of Science degree, 181 Degree Credit, 553, 532 Courses, 183 Faculty, 16 Master of Science degree, 182 Directory, 583 Elementary Curriculum and Instruction Faculty Affairs and Records, 432 Faculty Development Center, 432 Courses, 165 Master of Science degree, 161 Faculty Research. See Grants and Contracts, 433 Elementary education, Credential, 158, 550 Family Business Council, 447 Engineering, 169 Family Nurse Practitioner Program, 336 Civil and Environmental, 173 Federal Loans, 502 Electrical, 181 Fees, 498 Mechanical, 188 Application for admission, 498 Engineering and Computer Science, College of, 32 Associated Students, 499 English, 195 Auditors, 512 Bachelor of Arts degree, 196 Categories, 498 Courses, 199 Course fees, miscellaneous, 500 Education courses, 203 Graduation, 541 Master of Arts degree, 197 Health Center. See State University Fee, 499 Minor, 197 Nonresident tuition, 498 Teaching to speakers of other languages, certificate, 300 Parking, 499 M.S. Education, 303 Refund, 499 Enrollment, 508 State University, 499 Adjunct, 532, 553 Transcript, 515 Concurrent, 497 Tuition. See Category II Fees, 498 In graduate-level courses by undergraduates, 532 Waiver, 499 Regulations, 508 Finance Concentration, 96, 100 Entertainment and Tourism Center, 445 - June 1919 and 191 Finance Courses, 206 Financial Aid, 464, 501 April 100 Ap Entrepreneurship Center, 445 Entertainment Studies, 95, 119, 415 Food service. See Dining and Vending Services, 467 Environmental Chemistry, 104 Foreign Languages and Literatures. See Modern Languages, 295 Environmental Engineering, See Civil Engineering Department, 176 Foreign students, 455, 488 Foundation, 17 Environmental Studies, 204 Courses, 205 de Courses, 205 de molor Board of Directors, 17 Master of Science degree, 204 Fraternities. See Student Organization Area, 459

Graduate Regulations, 523 Bachelor of Arts degree, 297 Academic standards, 529 Courses, 306 Admission, 524 Master of Arts degree, 301 Advisers and committees, 528 Minor, 297 Application procedures, 524 Freshman Programs, 435 Candidacy, advancement to, 529 COMPASS, 435 Changes in study plan, 528 Freshman Success, 436 Conditionally classified standing, 525 Fullerton First Year, 435 Continuous Enrollment, 531 Live'n' Learn, 436 Classified standing, 525 TREK, 436 Culminating Experience Guidelines, 528 Fullerton Arboretum, 468 Disqualification, 530 Friends of, 18 Enrollment policies, 531 General Education, 543 General requirements for master's degree, 527 Requirements, 543 Grade-point average standards, 529 Certification, 544 GRE tests, 525 CAN Numbers, 544 Graduation fee, 541 Goals, 545 Leave of absence, 531 Geography, 210 Outdated Courses, 528 Bachelor of Arts degree, 210 Postgraduate credit, 532 Courses, 212 Probation, 529 Master of Arts degree, 212 Projects, 534 Minor, 212 Repeated Courses, 529 Geology, 215 Residence requirement, 531 Bachelor of Science degree, 215 Second Master's degree, 525 Courses, 218 Student Checklist, 536 Master of Science degree, 216 Study load, 532 Minor, 216 Study plan, 527 German Study plan changes, 528 Bachelor of Arts degree, 298 Tests required, 525 Courses, 309 Theses, 534 Master of Arts degree, 302 Time limit, 528 Minor, 298 Transfer credit, 532 Gerontology, 221 Writing requirement, 527 Awards and Scholarships, 221 Graduate Studies Office, 433 Certificate, 224 Graduation requirements, bachelor's degree, 539 Emphasis, M.A. Sociology, 390 Grand Central Art Center, 468 Gerontology Institute, 448 Grants, Financial Aid, 502 Master of Science degree, 222 Grants and Contracts (Research), 433 Minor, 222 GRE tests, 525 Ruby Gerontology Center, 221 Guardian Scholars Program, 454 Gianneschi Center for Nonprofit Research, 447 Handicapped students. See Disabled Student's Services, 453 Governmental Studies Center, 445 Health Center, 457 Grade changes, 512, 513 Health Science Courses, 264 Grade-point averages, 513 Health professions, 474 Grade reports, 512 Health promotion, minor, 257 Grading system, 510 Health Science, Bachelor of Science degree, 255

International Business, 248 History, 255 Bachelor of Arts, 248 Bachelor of Arts degree, 226 Concentration in MBA, 100 Courses, 227 International education, 555 Master of Arts degree, 226 COS agruented by a segment of Arts degree, 226 International Exchange Programs Minor, 226 Manual Commission of Commission o Student, 557, 558 Public History Emphasis, 227 Faculty/Staff, 558 Honors International Politics, minor in, 352 Admission with Distinction, 440 and 500 sangeband to 1988M International programs, 433, 554, 558 At graduation, 441 and specific memory advantage and specific International Agreements, 558 Courses, 438 See Indestinated noting to bus regulated supplied International Students Dean's List, 441 Admission, 488 Honors and Scholars Center, 437 American Language Program, 554 Honors and Scholars Support Services, 455 Student Affairs, 455 President's Scholars, 440 Internships Societies, 441 Center for Internships and Cooperative Education, 466 University Honors Program, 437 Unit requirements, Bachelor's Degree, 539 Housing and Residence Life, 455 Intersession, See Extended Education, 553 Human Development and Community Service, abatem to toladad Japanese College of, 36 Bachelor of Arts, 299 Human Services, 233 Courses, 310 Bachelor of Science degree, 233 Minor, 299 Courses, 234 Jewish Studies, minor, 129 30 aproph and add a motor and a second Minor, 234 Journalism Concentration in B.A. Humanities and Social Sciences, College of, 38 Communication, 119 Course, 39 Minor, 121 ID Card, (Titan Card) 499 To modify commodish to expense langue. Judicial Afairs, 458 Immigration Requirements for Licensure, 474 1000M 28003102 (1991) Kinesiology, 251 Incomplete work, 511 Bachelor of Science degree, 251 Independent study, 561 Courses, 259 Information Systems and Decision Sciences, 237 (1979) nothermoletic Master of Science degree, 258 Courses, 240 Minor, 255 Information Systems Teaching Credential, 254 Concentration, 96 Language laboratory, 296, 468 Minor, 98 Late registration, 497 Master of Science degree, 238 Fee, 497 Information Technology, 433 Latin American Studies, 266 Institute of Gerontology, 448 Bachelor of Arts degree, 266 Institutes, Research, 443 and Commission among the second views Courses, 268 Courses, 268 Institutional Research, 433 Minor, 267 Instructional Design and Technology Learning Center, 457 Master of Science degree, 245 Leave of absence, 516, 531 Insurance Studies Center, 445 M Mac and an administral explanation and a second Legal Information and Referral, 461 Liberal Studies, 269 Interclub Council, 461 Bachelor of Arts degree, 270 Intercultural Development Center, 455 574 Justine word nothing the Courses, 271 International baccalaureate, 296, 492 of brown township anibacture. Library course, 562 International Business Center, 446 Library and Information Science Master's degree (MLIS), 562

Herbarium, 468

Library, University, 433 Military Science, 292 Patrons of, 18 Courses, 293 Minor, 293 Life Span Development Centers, 447 Linguistics, 273 Minors, 541 Bachelor of Arts degree, 273 Modern Languages and Literatures, 295 Courses, 275 Bachelor of Arts degree (See French, German, Japanese, Spanish) Laboratory for Phonetic Research, 274 Education courses, 305 Master of Arts degree, 274 Language Laboratory, 296, 468 Minor, 274 Master of Arts degree (See French, German, Spanish) Loans, 502 Minor (See French, German, Japanese, Portuguese, Spanish) Major Molecular Biology and Nutrition, Institute for, 448 Choosing a Major, 473 Molecular Structure Center, 446 Change of, 473 Multiple Baccalaureates, 541 Management, 277 Multiple majors, 541 Concentration, 97, 100 Museum studies certificate, 71 Courses, 278 Music, 315 Management Information Systems. See Information Systems/Decision Associates, 18 Sciences, 237 Bachelor of Arts degree, 317 Management Science Bachelor of Music degree, 319 Concentration, Bachelor's degree 97 Courses, 323 Master's degree, 100 Department requirements, 315 Marketing, 281 Education courses, 330 Concentration, Bachelor's degree, 97 Master of Arts degree, 330 Master's degree, 100 Master of Music, 321, 322 Courses, 281 Minor, 321 Marriage and Family Therapy, 141 Teaching Credential, 315 Master's degree Natural Sciences & Mathematics, College of, 40 Degrees offered, 538 Natural Sciences, Minor, 331 See also Graduate Regulations, 523 New Student Mathematics, 284 Orientation, 459 Applied Mathematics, 285, 287 Information Center, 459 Bachelor of Arts degree, 284 Nondiscrimination, 521 Courses, 287 Nonprofit Sector Research Center, 447 Credential, 284 Numbering code for courses, 560 Education courses, 291 Nursing, 333 Master of Arts degree, 286 A.D.N. Degree to M.S.N. Degree Program, 334 Middle School Mathematics, 383 Bachelor of Science degree, 333 Minor in mathematics, 286 Courses, 337 Minor in mathematics teacher education, 286 Family Nurse Practitioner Program, 336 Teaching option, 285, 286 Master of Science, 335 Mathematics Tutoring Center, 468 Nursing Administration Program, 336 McNair Scholars, 454 Nurse Anesthetist Program, 336 Mechanical Engineering, 188 Ocean Studies Institute/Southern Calif: Marine Institute, 458 Bachelor of Science degree, 188 Opportunity Center for Science and Mathematics Students, 468 Courses, 190 Oral and Public History, Center 467 Manufacturing Emphasis, 189 Orientation, New Student, 457 Master of Science degree, 190 Outstanding Professor Award, 16 MESA Engineering Program, 34, 456

Overseas study, 555, 558

Parking Public Health, master's degree, 258 Fees, 499 Public History Regulations, 519 Emphasis, 227 Petition, right of, 521 Public Administration, 366 Philosophy, 341 Bachelor's degree, 366 Bachelor of Arts degree, 341 Master's degree, 367 Courses, 343 Minor, 367 Minor, 342 Public Policy, Center for, 446 Phonetic Research Laboratory, 274 Public Safety, 519 Photocommunications, Concentration, 120 Radio-TV-Film, 370 Physical Education. See Kinesiology, 251 Bachelor of Arts degree, 370 Physics, 346 Courses, 371 Bachelor of Science degree, 346 Minor, 371 Business Emphasis, 347 Reading, 373 Courses, 348 California Reading Certificate, 373 Master of Science degree, 347 Clinic, 468 Minor, 347 Courses, 374 Placement services, 453 Credential, 373 Career Employment, 453 Master of Science degree, 374 Educational placement, 453 Reading laboratory, 470 Part-time employment, 453 Reading Educators' Guild, 18 Placement Test Requirements, 481 Readmission of former students, 490 Police, University, 519 Real Estate and Land Use Institute, 448 Recreation, Titan Student Union, 462 Political Science, 351 Bachelor of Arts degree, 352 Refund of fees, 499 Courses, 353 Registration, 496 International Politics, 352 Auditors, 497 Law, Politics, and Society, minor, 352 Change in programs, 497 Master of Arts degree, 352 Computerized records system, 496 Minor, 352 Concurrent enrollment, 497 Portuguese Controlled entry classes, 496 Courses, 311 Disabled students, 497 Minor, 299 Fees, 498 Postbaccalaureate admission requirements, 485 Late registration, 497 Postgraduate credit, 532 Religious Studies (See Comparative Religion) 127 Pre-law preparation, 473 Bachelor of Arts degree, 128 Preprofessional Programs, 473 Courses, 130 President's Associates, 18 Minor, 129 President's Scholar's Program, 440 Repetition of courses, 513 Pretheological, 473 Report delayed, 512 Privacy Rights of students, 521 Report in Progress, 512 Probation Research Centers, 443 Undergraduate students, 517 Reserve Officer Training Corps Graduate students, 529 Air Force, 562 Psychology, 358 Army, 292 Bachelor of Arts degree, 358 Residence Units, 539 Courses, 362 Residency Requirements Master of Arts degree, 360 B.A. Business Administration, 95 Master of Science degree, 360 Nonresident tuition, 482, 498 Minor, 359

Graduate students, 531 Speech Communication, 401 Undergraduate students, 539 Bachelor of Arts degree, 402 Rights, student, 521 Courses, 407 of academic appeal, 452 Credential programs, 404 of noncompliance, risk activities, 521 Master of Arts degree, 404 of petition, 521 Minor, 404 of privacy, 521 Speech Pathology, See Communicative Disorders, 401 **ROTC Program** Sport and Movement Institute, 449 Air Force, 562 Sports, 463 Army, 292 Sports Clubs, 462 SAT tests, 479, 480 Stop-Out Policy, 516 Scholarships Students President's Scholars, 440 Conduct, 517 Financial Aid, 502 Demographics, 16 Alan Pattee, 499 Government, 460 Science Education, 376 Titan Student Union, 461 Courses, 379 Student Affairs Research Center Science, Master of Arts in Teaching degree, 378 Student Affairs, Vice President, 452 Second baccalaureate degree, 541 Student Academic Services, 456 Secondary Education, 380 Student Life, 458 Courses, 384 Student Government, 460 Credential, 380, 551 Student Diversity Program, 456 Masters of Science, 382 Student Affairs Research Center, 457 Sexual Harassment, 521 Student Health and Counseling Center, 457 Shops, Titan, 469 Student Organization, 459 Small Business Institute, 448 Student Organization Resource Center, 459 Social Science Research Center, 448 Student Information and Referral Center, 459 Social Security number, use of, 522 Study for Economics of Aging, Center, 446 Social work, undergraduate, 474 Study of Emerging Markets, Center for the, 446 Sociology, 387 Study of Religion in American Life, Center for the, 446 Bachelor of Arts degree, 388 Successful Aging, Center for, 447 Courses, 390 Summer Bridge, 456 Master of Arts degree, 389 Student-to-student tutorials, 561 Minor, 389 Taxation, Master of Science degree, 47 Sororities. See Students Organization Area, 459 Teacher Education South Central Coastal Information Center, 449 Careers in Teaching, Center, 549 Spanish Credentials requirements, 549 Bachelor of Arts degree, 299 Elementary, 148, 550 Courses, 311 Secondary, 380, 551 Master of Arts degree, 30 Teaching English to Speakers of Other Languages Minor, 300 Certificate, 300 Special Education, 394 Master's degree, 303 Courses, 398 Television-Film, bachelor's degree, 370 Management Credentials, 395 Master of Science degree, 397 Certificate, 300 Specialist Certificates, 397 Master of Science degree, 303 Speech, Language and Hearing Clinic, 469 Testing Services, 456 Speech, Hearing credentials, 404, 405, 406

Textbook Purchases, 470 Theatre, 413 Bachelor of Arts degree, 413 Bachelor of Fine Arts degree, 416 Courses, 420 Education courses, 424 Master of Fine Arts, 417 Theatre and Dance Productions, 469 Theses and projects, 534 Format, 534 Policies and Procedures, 528, 534 Titan Athletic Club, 18 Titan Communications, 469 Titan Shops, 469

Titan Week of Welcome, 459 Titan Student Union, 458 TitanCard. See ID card, 499 TOEFL, 480, 525 Tours, Campus, 459 Transcripts, 515, 525

Fee, 515 Transfer Credits, 491 Graduate, 532

Trustees of The California State University, 11 Tucker Wildlife Sanctuary, 449 Tucker Wildlife Society, 18 Tuition Fee, 498 Nonresident, 498

Foreign student, 498 Tutorials, Student-to-Student, 561 Twin Studies Center, 449

Undergraduate Reading Lab, 470 MARCO VALENTALISMS MODE COOS Level from Shops Bookstore on the university output stinU of credit, 508 Requirements for bachelor's degree, 539 Maximum load, 508 University 100 course, 563 University Administration, 19 University, History of, 13 Mission and Goals, 13

University Honors Program, University Learning Center, 457 University Outreach, 434 Veterans registration, 497 Visitor Enrollment, 497 Volunteer and Service Center, 460 Wang Family Excellence Award, 17 Withdrawal Course, 512

University, 516 Women's Center/Adult Reentry, 457 Women's Studies Program, 425 Bachelor of Arts degree, 426 Courses, 426 Minor, 426 Work-Study Program, 502

Writing Center, 470 Writing requirement Bachelor's Degree, 540 Master's Degree, 527

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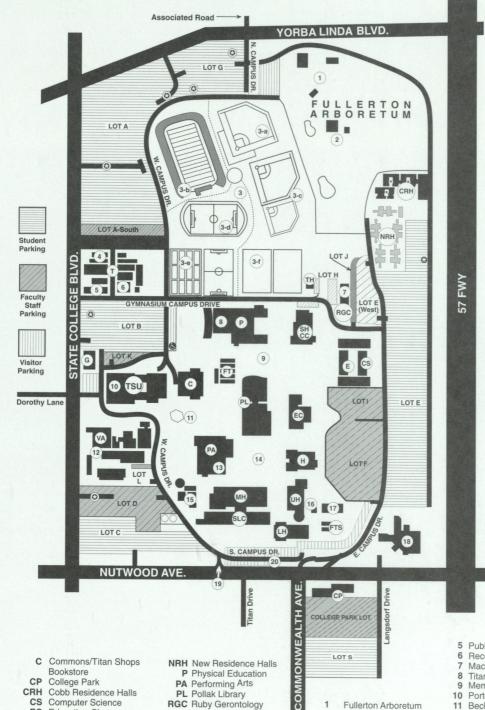
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FULLERTON



- C Commons/Titan Shops Bookstore
- CP College Park
- CRH Cobb Residence Halls
- **CS** Computer Science
- EC Education-Classroom
- E Engineering
- FT Faculty Terrace
- FTS Faculty Terrace-South
- Golleher Alumni House Humanities-Social
- Sciences
- Langsdorf Hall MH McCarthy Hall

- NRH New Residence Halls
 - P Physical Education
 - PA Performing Arts

- Center
- Counseling Center
- T Temporary 100-1200
 TH Titan House

- VA Visual Arts

- PL Pollak Library
- RGC Ruby Gerontology
- SHCC Student Health &
- **SLC** Science Laboratory Center
- TSU Titan Student Union
- **UH** University Hall
- Fullerton Arboretum 2
 - Heritage House

LOTS

- 3
- 3-a
- 3-b Football/Soccer
- 3-c Softball
- 3-d Track/Soccer 3-е Tennis

- Sports Complex
- Goodwin Field
- 3-f Sports Fields Children's Center

available at the Visitor Information Center and the Parking Office

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Parking permit requirements are enforced Monday through Thursday 7 a.m. to 10 p.m. and Friday 7 a.m. to 5 p.m. The California Vehicle Code is enforced at all times.

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Hangtag or daily permit required

LOT A South

Faculty-staff hangtag permit required

LOTBO

Hangtag permit required+

LOTC

Hangtag permit required+

LOTDO

Faculty-staff hangtag permit required* LOTEO

Hangtag permit required, including parking structure+

LOT E W est

Faculty-staff hangtag permit required* LOTE

Faculty-staff hangtag permit required Disabled (North Section)

LOTGO

Hangtag or daily permit required LOT H

Faculty-staff hangtag permit required LOTI

Faculty-staff hangtag permit required* LOTJ

Continuing Learning Experience (CLE) decal required. All other CSUF hangtag and daily permits valid after 6 p.m. (Monday through

Friday)

LOT K Faculty-staff hangtag permit required

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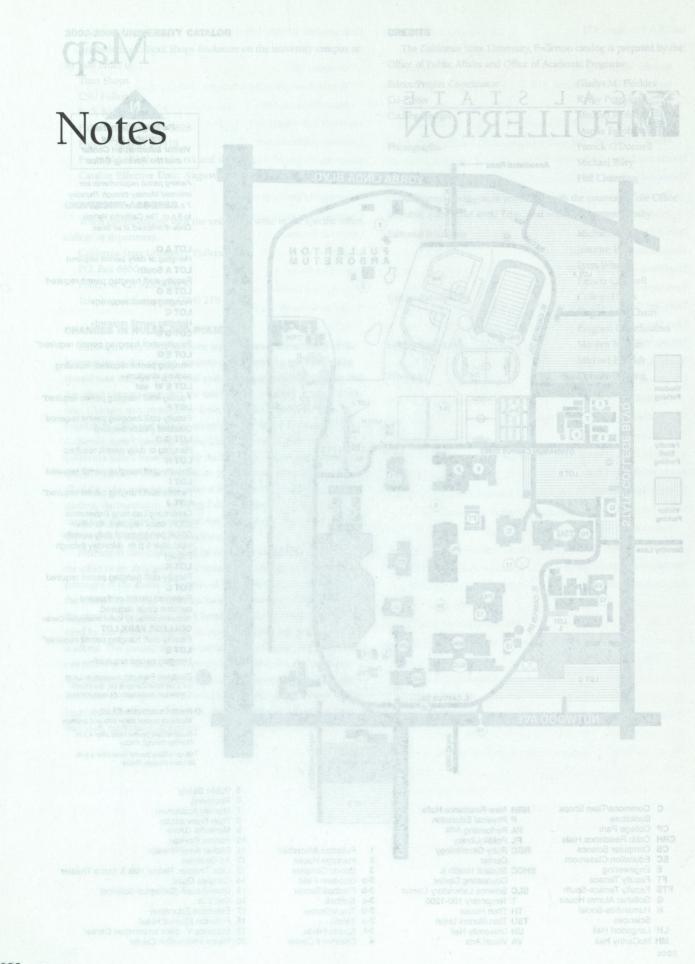
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- Monday through Friday
- 5 Public Safety
- 6 Receiving
- Mackey Auditorium
- 8 Titan Gymnasium
- 9 Memorial Grove
- 10 Portola Pavilion
- 11 Becker Amphitheater
- Art Galleries
- Little Theater, Recital Hall & Arena Theater 13
- 14 Campus Quad
- Greenhouse (Biological Science)
- 16 Carls Jr.
 - **Extended Education** 18
 - Fullerton Marriott Hotel
 - Entrance V isitor Information Center
- Visitor Information Center 20





A Lasting Legacy

On his last visit to the university in December 2000, a small group of veteran professors and administrators conducted a private tour for founding president **William B. Langsdorf**. His comments following that visit were a reflection of the gracious and visionary qualities of the man who served as president from 1959 to 1970. "I enjoyed my recent visit to campus and deeply appreciated the reception I received from Dr. Gordon and his staff," Langsdorf said. "I was very impressed by the dedication of everyone I met toward the achievement of the highest quality possible for an institution of higher education." Almost two years later, on Nov. 18, 2002, Cal State Fullerton's first president died at the age of 93.

President Milton A. Gordon summed up Langsdorf's monumental achievements during those profoundly formative years. "Cal State Fullerton is what it is today because of the great leadership President Langsdorf provided in those early years."

Former students and fellow professors remember Langsdorf as a stimulating and knowledgeable professor, as well as a profoundly gifted leader. "He was a very fine man, very well-liked by his students and his colleagues," recalled the late Kenneth Doane emeritus professor of education and director of institutional research, when he was interviewed in 2000. Doane remembered informal gatherings of faculty, students and staff members including the president. "I remember him as an outstanding teacher. The faculty members were fond of him."

"In all the years I knew him, I always found him to be low-key in his approach, but firm in his decisions," said Bill Maxwell, emeritus professor and founding chair of the Communications Department. "He was a gentleman in the truest sense of the word. He was approachable, but at the same time I always felt a sense of awe around him. He was the captain who set the course."

Perhaps the founding president's lasting legacy is best summed up by his son, William Langsdorf Jr., "Frankly, I think Cal State Fullerton turned out the way he thought it would. His overall view of the campus centered on academic quality, and that focus on quality is the single most important legacy he left."

An excerpt from "Langsdorf's Legacy of Learning,"
Titan Magazine, Spring 2003. See also www.fullerton.edu/news





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